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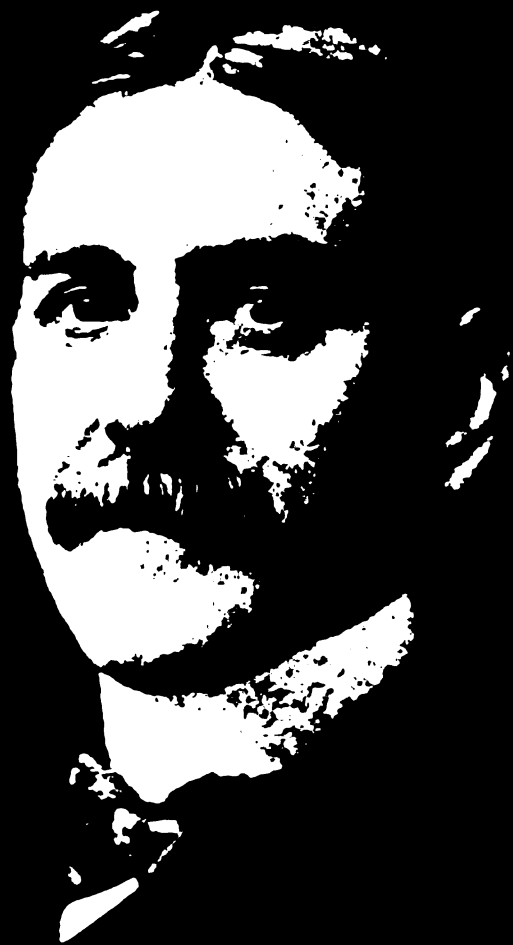
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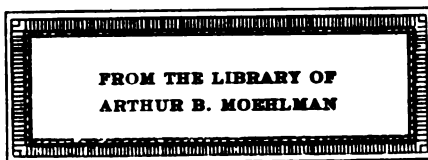
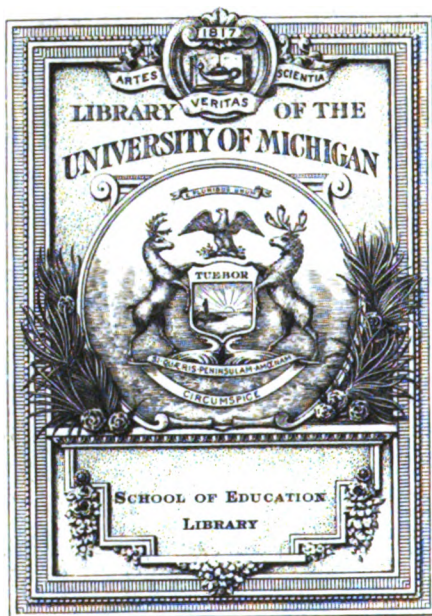
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*A history of the schools of Cincinnati*

John Brough Shotwell



Education

LA

345

35

35

Arthur B. Shochman









A HISTORY  
OF THE  
SCHOOLS OF CINCINNATI

BY  
JOHN B. SHOTWELL

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CINCINNATI  
THE SCHOOL LIFE COMPANY  
1902

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## PREFACE.

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THE duty of a historian, says Lord Bacon, is "to represent the events themselves, together with the counsels, and to leave the observations and conclusions thereupon to the liberty and faculty of every man's judgment."

Thus, it is claimed that Bacon throws the moral responsibility upon the readers, not upon the writers, of history. This is a comfortable position for a writer to be in, and I cheerfully recommend that all writers assume it, for the burden of getting together hundreds of facts from all imaginable sources is responsibility enough for one person to carry.

This volume was mostly written by myself; contributions are easily recognized. Thanks are due many persons for assistance, notably Howard Ayers, President of the University of Cincinnati; John B. Peaslee, former Superintendent of Schools; John H. Brawley (photo of Charles McMicken); and Judge Samuel F. Hunt.

*No errata* is published. The errors found are corrected in the index.

JOHN B. SHOTWELL.

*Cincinnati, O., Dec., 1902.*

**DEDICATED TO  
JULIUS FLEISCHMANN,  
MAYOR OF THE CITY OF CINCINNATI.**

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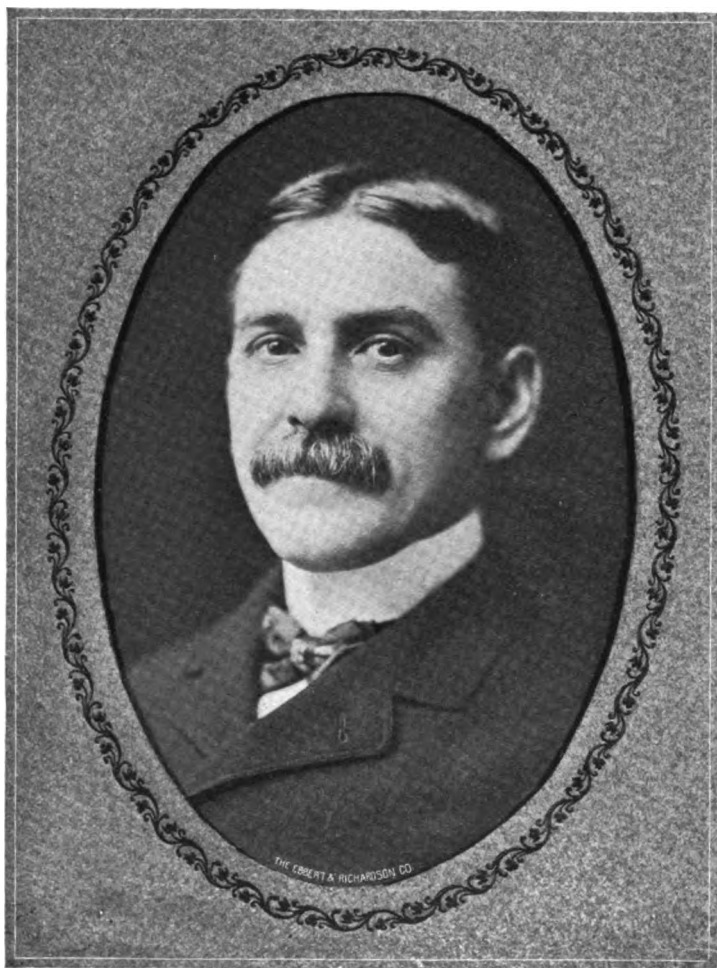
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**CHARLES WEIDNER, JR.,**  
**President Board of Education, 1899-1902.**  
**A member since April, 1888.**

(2)

# SCHOOLS OF CINCINNATI.

## CHAPTER I.

### GENERAL SKETCH OF SYSTEM.

W. H. Morgan.

THE idea of the free education of the masses at the expense of the public treasury is a germ of Anglo-Saxon conception. In the early settlers, this germ found swift and industrious husbandmen. This Western country was an inviting field for all movements and ideas which had for their purpose the elevation and improvement of man's estate. As population increased, so did this idea strengthen; and, as the settlers moved westward, the spelling book and the arithmetic were the inseparable accompaniments of the rifle and the plow.

The settlers of the Ohio Valley were no ordinary men. Many of them were heroes of the American Revolution which had so recently and successfully been concluded, and the women were the heroines of that time—the wives, sisters, and mothers of these same men. Under the ordinance of 1787, the Northwest Territory had just been opened for settlement, and, with the immortal provisions as to education, religion, and morality, the people were deeply inspired. They were the “salt of the earth.” It is no wonder then that, as soon as a community had been formed, steps were taken to organize churches and schools.

The original efforts in these directions, especially of schools, although of the intensest nature, seem to us ex-

ceeding crude and primeval, but the desire and will were there. The settlers first "got up a purse," each contributing as he could. The very impecunious ones were relieved from any promise to pay. This collection was the beginning of the present school system and the impelling influence which caused our city to become eventually the first of the cities in the Northwest Territory, and the first to have a public school system. The spread of general education in the infant city kept pace with the general growth in population and trade, and, as each new family entered its gates, its members became imbued with the same impulses. In the first decade of the century there was organized the Cincinnati College, and this was the great agency in the encouragement of the better and broader training in intellectual pursuits. Among its promoters and projectors were Peyton Symmes, Daniel Gano, Melancthon Wade, Jacob Wheeler, Martin Baum, Dr. Daniel Drake, and Christ Zeigler. These men had been in the colony since its foundation. This organization continued in existence until 1850 and was a powerful influence in the promotion of those virtues which were so conspicuously portrayed in the great ordinance of 1787.

Among those who first came to the settlement was John Filson, a teacher who manifested his professional propensities by suggesting the name of Losantiville for the new metropolis. This man added to his pedagogical attainments those of surveyor and civil engineer, and one day, while in the wilderness (now near the corner of Seventh and Elm Streets), engaged in the then dangerous calling of laying out new additions or subdivisions, he was killed or carried away captive by the Indians; at least, such was the accepted explanation of a disappearance which has never been fully accounted for. This man was an early victim from the teachers' corps

to savage cruelty. This lamentable occurrence did not preclude the coming of the schoolmasters, and by the second decade there were several schools.



JACOB E. CORMANY,

Vice-President Board of Education, 1899-1902.

A member since April, 1880.

About this time the settlement put on the dress of an incorporated city, with mayor and other municipal officers, and soon there were divisions and subdivisions, wards and districts, with an independent school in each

section. General education, however, was in a chaotic state, and there was held just prior to this period, and partly under the auspices of the Cincinnati College, for the encouragement of learning, a meeting of the College of Professional Teachers, which had recently been organized. At this time the increasing population and importance of the State justified an agitation of the question of a general statute touching the passage of laws making provision for such general free education as the times demanded. This agitation continued for some time, and finally State Senators Nathan Guilford and Samuel Lewis, the pioneer heroes of Ohio schools, were successful in urging legislators to create such laws. The agitation resulted in 1825 in the passage of the common school law, which provided for Cincinnati a "Board of Trustees and Visitors," who, in conjunction with the City Council, should levy and collect taxes for school purposes. The title, "Board of Trustees and Visitors," remained until the year 1878, when "Board of Education" was substituted as the official title.

The Visitors and Trustees consisted at first of five men chosen by the city, and whose business it was to establish and maintain common schools, to be supported by public taxation. It was empowered to appoint six residents as a "Board of Examiners and Inspectors of Common Schools," whose duties were to examine and inspect such persons as desired to teach. At the first opening of the schools in 1828, there were required two buildings of two or three rooms each, and there were in all about 70 or 80 pupils. One of these buildings stood on the river bank just east of the present Front Street Pumping Works, and the school was *kept* by two men, one Mr. Stephen Wheeler, who had previously lost his right arm, was a cousin of the late Principal W. B.

Wheeler, and the other was Mr. J. F. Easterbrook. The second building was on Sycamore Street, near Fifth. The infant system grew apace, and soon another building was hired on Franklin Street, which afterwards became known as the First District School; then another on Congress Street was secured, where now stands the great liquor establishment of Mihalovitch, Fletcher & Co. To this was given the title Fourth District School; then another on Fourth Street, west of Smith, which became known to the school boys of the day as the "Frogtown" School. Another was hired on Race Street, near Front, and was known as the Fifth District School.

In the summer of 1833, the first printed report of the schools appeared. The number of pupils enrolled was 1,900, and the city was divided into ten school districts, two in each ward. This report was signed by E. Hinman, Samuel W. Davies, and W. G. Pendleton. The amount expended for schools in 1832, of which the report was made, was \$7,778. (There were other reports made previous to this report of 1833, but they did not appear in print and were not preserved.) Of this amount expended for the schools in that year, \$175 was in premium books, and banners used in the great school procession of June, 1833. This procession seems to have been a demonstration in behalf of the schools, to awaken and inspire enthusiasm. Thus it seems that every one at that early day was not in favor of public schools, and we of this day are not in full position to criticise, for this spirit is with us even now, and there are some who do not consider the public schools quite the place for their children.

The course of study and books pursued at this time were embraced in the following, each member and local trustee being authorized to select such books and to make such course of study, as he deemed proper without reference

to other schools : Hall's School Companion, Pierpoint's National Reader, Ruter's Arithmetic, Talbott's Primary Geography, Parley's First Book of History, Kirkham's English Grammar, Webster's Spelling Book and Alphabet. The report of 1833 closes as follows :

"The Board is free to state that the common schools of Cincinnati, although they have not yet realized all the

anticipations of their enlightened and patriotic founders, are by no means in a condition to warrant discouragement or doubt as to their final destiny. Though planted in the soil lately rescued from the savage and among people gathered promiscuously from every clime, these noble institutions are yet slowly but surely advancing toward the accomplishment of all they were destined to promote, and will in due time, if properly fostered and sustained, contrib-



WILLIAM RENDIGS,  
Member Board of Education,  
1887-92. President, 1890-92.

ute their full share toward the general conviction, now happily attained, that universal intelligence is the only sure foundation of liberty and virtue.

(Signed)

PEYTON SYMMES,  
GEORGE GRAHAM, JR.,  
J. R. BALDRIDGE,  
HENRY B. FUNK,  
WM. S. RIDGELEY."

We approach now the second decade of the common schools, at which time the growing numbers and improved conditions made loud and strenuous demands for more and better accommodations, and during the next five years five or six new buildings were erected, as follows: Front Street, corner of Parsons; Sycamore Street, near Fifth; Congress Street, near Lawrence; London (or Eighth) Street, near John; Race Street, near Front; Franklin Street, near Main. These houses were located on the sites of the rented buildings. Each had four commodious rooms, and were afterwards enlarged and improved by the additions of another story and the divisions of some of the larger rooms. One of these buildings, the one on Front Street, remains, and as such tells the story of the second stage of school buildings in our city. In some of these the fire engines were housed, and when the city was visited by a conflagration the clanging of the bells in the cupolas put an end to learning and reciting and, in the pulling of the ropes and "running with the machine," furnished amusement as well as work for the wanton school boy.

The Trustees and Visitors were faithful to duty and gave diligent attention to the wants of the schools. With the construction of the six buildings above referred to, there came a quietus to such matters, and the intellectual wants of the schools absorbed most of the time and attention of the authorities. In 1837 the Board was changed, and new districts were formed, until in 1844 there were ten districts already organized, and in 1846 two additional buildings were erected, the Tenth District, on Vine Street near Thirteenth, and the Eleventh District, on Clinton Street. At this time the number of pupils had increased to about 7,000, with a daily attendance of about 4,000, and the number of teachers had increased



from 28 in 1834, to 76 in 1844, including one teacher of penmanship and one of music. The salaries of the teachers had been increased from a maximum of \$200 a year to a maximum of \$540. The wisdom of the Board at this time was conspicuous in refusing to assign more than forty-five pupils to a teacher.

There had been various amendments made to the school laws, some increasing the number of trustees, some affecting the studies to be pursued, some limiting and specifically prescribing the duties of the Board, and all rules and appropriations being subject to the action of the City Council. The course of study at this time embraced what was to be found in the works of thirty-five different authors, and on subjects from the alphabet to Blair's Rhetoric. It covered more branches and a greater range of subjects than we now attempt in all grades through the first year of high school.

Up to this time (1846) uniform work had never been suggested. If such thought had been in existence, it had not been made prominent. The same text-books were not used in all the schools, and each principal conducted his school in his own way, testing his own work and that of his assistants at such times and in such manner as he and his local trustees thought best. It occurred to some members of the Board of Trustees and Visitors, of whom there were now twenty, to make a general and uniform examination of the schools. Heretofore all formal examinations of pupils had been done orally by the trustees or principal. This plan consumed much time and put to a severe test the patience and devotion of the different trustees. The reports of these years contained the printed statements made by the various members touching the examinations, giving the name of the teacher in each school and his opinion of the work.



**CARL L. NIPPERT,**  
**Member Board of Education. Elected Lieutenant-Governor**  
**of Ohio, November, 1901.** (11)

The city at this time had a population of 45,000 to 50,000 people, and it was fast assuming metropolitan airs. It soon began to be whispered about that a high school and superintendent were necessary. At the mention of these, some of our hitherto enthusiastic school men stood aghast and extended their hands in horror, but, like all such movements, there was a substratum of determination under them, which, whenever there was any encouragement, came to the surface. Mr. William Hooper, who was president of the Board in 1847, in his annual report, says: "What is desirable is the establishment of a central school, to which the ambitious scholars from the senior class of every school might pass," etc., and as the duties of the Trustees and Visitors were becoming so exacting, he suggests, "The Board feel that they will not have discharged their duty without bringing before you for consideration the propriety of appointing a superintendent of all the schools," etc.

These were two radical and important measures and came to be fixed conditions very soon. The establishment of the high school came in the autumn of that year, and the appointment of a superintendent came two years later, when the Hon. Nathaniel Guilford was chosen for the office. This man and Samuel Lewis, previously referred to, were the moving spirits in securing legislation in behalf of the schools. This year the number of teachers increased to 101, and the special committee of the schools consisted of William Goodman, Charles Bryant, William Hooper, Bellamy Storer, D. K. Cady, and John A. Warder; and in the Board were such men as A. J. Pruden, Alfonso Taft, Rufus King, John Hirschberg, and William Greene.

A new era now seemed to dawn upon the schools. After a long and serious controversy, a high school was



**DR. W. H. FALLS,**  
Member of the Board of Education  
in 1879.

1879



**DR. JOSEPH C. MARCUS,**  
Member of the Board of Education,  
since April, 1900.



JOHN H. LAYCOCK  
Principal of the Riverside School

12-3



THEODORE A. FREY,  
Member of the Board of Education,  
since April, 1897.

established (1847). It was organized in the basement of the German church on Walnut Street, near Ninth, with H. H. Barney as principal, and with 97 boys and girls as pupils. This school remained in these quarters only three or four months, when it was removed to Center (or Longworth) Street, to a building leased by the Board of Education. (The Murdock Building, 120 Longworth, now occupies this site.) About three years thereafter the Woodward and Hughes bequests became effective, and the school was divided, one part being assigned to the old Woodward College Building, the other portion remaining on Center Street until the Hughes Building was completed. Up to 1895 the high schools ran independently of the common schools and were not under the superintendent.

The number of pupils by 1850 had increased to over 11,000, and the number of teachers to 124, including 2 teachers of penmanship, 3 of music, and 1 of drawing. Among the teachers employed at this time were H. H. Edwards, Henry Peppelman, Obed Wilson, W. B. Wheeler, D. G. A. Davenport, A. J. Rickoff, Herman Schultz, Cyrus Knowlton, Charles Aiken, E. Locke, W. F. Hurlburt.

Retracing our steps to the year 1840, we find the study of German introduced, but in a perfunctory and half-hearted way. At first two teachers were engaged on this branch of work. In the third year there were four, and in 1849 the number had increased to eight, and the number of pupils to about 600. The men mostly interested in the introduction of this branch were Louis Weitzel and C. S. Kaufman. In 1851, when Superintendent Guilford assumed the duties of his office, a systematic educational scheme was adopted, and in his report for 1852 he outlines and presents the plan of work. The

use of oral as well as written examination was referred to, and also tabular reports concerning the enrollment, attendance, absence, results of examination, the standing of the different schools in the various branches, the number



MICHAEL G. HEINTZ,

Member Board of Education, April, 1900-02.

admitted to high school, etc., were presented. With great honor and usefulness Mr. Guilford continued his work until the spring of 1854, when he was succeeded by Andrew J. Rickoff, who afterwards became one of the most renowned of American school men, and now resides at Yonkers, New York. (Just as I finished the above

sentence, a telegram was received, announcing the sudden demise of Mr. Rickoff, in San Francisco, Cal.)

In the summer of 1851 the agreement between the Trustees and Hughes Fund on the one part, and the Board of Education on the other, was consummated, and this agreement was continued until 1895, when authority was given to the different parties to amend it. The change

referred to affected the relative numbers of members composing the Union Board. By it, the Board of Education was given seven out of fourteen members. Heretofore this Board had had but six out of thirteen. The high schools also were put under the supervision of the Superintendent of Schools, and such an amount of money was appropriated by the Board of Education for the use of the Union Board



J. H. CHARLES SMITH,  
Member Board of Education, 1882-84.

as was deemed necessary, without further report to the Board of Education.

In 1851 Dr. Joseph Ray was made principal of the Woodward School and continued as such until his death in 1855. Mr. H. H. Barney was made principal of Hughes and continued his position until elected State School Commissioner in 1854. From the division of the Central School, each division pursued its onward and



upward course for more than forty years, until another separation took place (1895), when the Walnut Hills High School District was formed. The organization of this school was necessary owing to the large and rapidly growing section of Walnut Hills and our eastern suburbs. The building is one of the most beautiful and substantial in the United States.

In 1852 it became apparent that some new school buildings were required, as none had been erected during the previous five or six years. A lot on Piatt (now Baymiller Street), near Hamilton Road (now McMicken Avenue), was purchased, and an eight-room house built and called the Fourteenth District. This house, now increased in size to 24 rooms, is occupied by the Fourth Intermediate. Another lot was purchased on Findlay Street, west of Vine, and an eight-room house constructed and called the Thirteenth District. This building, which was opened and dedicated with much pomp and ceremony, has been razed to the ground and replaced by one of modern proportions and architecture—the Webster.

The old frame structure on Buckeye Street now presents itself as the *ne-plus-ultra* of school buildings. These 1852 rooms were about of the same pattern as those previously constructed, and were the last of this class of parallelogram buildings.

In 1853 it was decided to try the experiment of the intermediate school—that is, a combination of the highest two grades of the district schools, taking them from four or more of these districts and combining them into one school, to be known as an “intermediate.” In December, 1854, the new house on Baymiller Street having been completed, there were taken from the Eighth, Eleventh, and Twelfth Districts, 547 pupils, being from the upper

grades just referred to of these schools, and the First Intermediate School was thus organized. The pupils were divided into twelve classes, and certain teachers were assigned to the different classes in departmental work—one teacher having charge of history, another of geography, and another of arithmetic, etc. Thus was the organization of the intermediate or grammar school system, which has continued with some slight changes until this day.

Other intermediate schools were subsequently organized, one on Ellen Street, one on Elm, and one on Race. It was thought that by combining these grades from the different schools the instruction could be provided at less expense, and the pupils would continue in the schools for longer periods; and, besides that, their association with larger numbers of their own



H. G. HAUCK,  
Member Board of Education,  
April, 1900-02.

grade and standing would stimulate them to better and more successful work. We now have four schools of purely intermediate character, with an enrollment of over

4,000 scholars, and 25 district schools, containing about 4,500 pupils in mixed grades. The propriety of continuing the purely intermediate schools is now receiving some consideration. [In September, 1900, the Second Intermediate was closed as an intermediate and opened as a colony.]

Annexation now engrossed the attention, and Mt. Auburn and Fulton were taken into the city, and the number of pupils was increased to 22,000, and teachers to 341, with an annual expenditure, for all purposes, of \$291,000. The Fulton territory was annexed in 1855; Storrs Township in 1871; Cumminsville and Woodburn in 1872; Avondale, Westwood, Linwood, Riverside, and Clifton in 1895. The Mt. Auburn ward added the school property on Southern Avenue, and the Fulton ward brought in several small properties of inconsiderate value. The present Seventeenth District Building was soon erected, and since then the Mt. Auburn edifice and the half-dozen new and modern buildings in the East End.

## CHAPTER II.

### GENERAL SKETCH OF SYSTEM.

IT has always been the policy of the Board to employ male principals for special supervision—men who have been assisted by one or more male assistants, and as many lady teachers as the number of pupils would permit, allowing an average of 45 or 50 pupils to the teacher. Previous to 1870 there were six grades in the district and intermediate schools, beginning with the D Grade, the lowest; and in this D Grade were included the pupils of

the first three years of school life. The highest grade in the district schools was denominated the A Grade of the district department, and there were two, sometimes three, grades in the intermediate department, called A, B, and C Grades. At one time the different grades were numbered according to the digital numbers, beginning with one and going up to eight.

The question of salaries has always received attention, and they have not often been disturbed. The present salary schedule was fixed in 1865, after a voluntary reduction of salaries, suggested by the teachers themselves four years previous. At the outbreak of the Civil War many of the younger men in the schools enlisted. Those who did not, formed a military



JOSEPH H. TOELKE,  
Member Board of Education,  
April, 1900-02.

company and maintained this organization until the fall of 1863, when they were mustered into service as Company E, 138th Regiment, O. V. I.

The Board of Education had always acted with great conservatism in its management of the schools, and in 1875 the full control of levying taxes and taking care of

the school funds were confided to it, with no supervision by any other city board. The amount of the levy has always been limited by State statute. There has been great injustice done to the city of Cincinnati for many



JOHN A. CALDWELL,

Judge Court Common Pleas, 1902-07.

An Ex-Teacher, 1876.

years, by reason of the fact that the proportion paid by our city to the State fund was largely in excess of what was distributed to it from this general State fund, amounting for a great many years to between \$60,000 and \$75,000. This surplus paid by the city of Cincinnati has gone to other parts of the State for the education of citizens of other counties than our own, and who are

as well able to pay for the education of their children as the city of Cincinnati is to pay for hers. When this law was enacted some portions of our State were partially populated, and at that time there seemed to be justice in this general distribution of school funds; but those conditions have passed, and there is no reason why the citizens of Cincinnati should pay for the education of the children in remote parts of the State. The law should be modified. [A part of Cincinnati school tax is still (1902) given to help the Cleveland schools.—ED.]

During the four years of the Civil War, there was very little of special interest outside of the ordinary course of educational events, but these are always of special interest, and we enter the fifth decade of the history of the schools with increased numbers, increased expenses, higher ambitions, greater scholastic demands, and with greater expectations. Among the members of the Board during this decade were Dr. William B. Davis, James F. Irwin, Henry L. Wehner, L. W. Goss, W. J. O'Neill, David William, and J. P. Epply. Mr. Rickoff was succeeded as superintendent by Issac J. Allen, then a member of the Board of Education from the old Eighth Ward. Mr. Rickoff had laid strong and broad the foundation of a permanent school system. His devotion, determination, and desire were of the most intense nature, and his strength of character and pedagogical acumen were the forerunners of success unequalled in common school annals, and they constituted the most salient features of many of the school systems of our country, copied from those of schools he had superintended and directed. The idea of a normal school originated with him, and, although it was not for ten years later that the scheme was consummated, under the auspices of the Board of Education, through a committee consisting of Messrs. A. D. May, Francis Ferry, H. L. Wehner, Abner L. Frazier, and J. B. Powell, yet the wonderful influence of such an organization may be traced back through the decade to Mr. Rickoff's efforts. Superintendent Allen served until 1862, when he was appointed by President Lincoln as a national representative of this country to the Chinese Empire, at Hong Kong, and in this capacity he gave brilliant and useful service to the nation. Lyman Harding, then a member of the Board of Education from the Fourteenth Ward, was next

chosen superintendent. He was re-elected annually until 1868. The subject of reading was a favorite one with him, and the principals and teachers of that day now living will recall the impetus given to this very important subject by his persevering efforts in its behalf. Superintendent Harding was succeeded in 1868 by John Hancock, principal of the First Intermediate, with a record of twenty years' service. This year (1868) the Normal School was opened with an attendance of about thirty. Miss S. D. Dugan was placed in charge as principal, and Miss E. M. Marion as assistant. Miss Dugan's relations with the schools were brief, as at the end of the year she married. Miss D. A. Lathrop was secured to succeed Miss Dugan, and there was an enrollment of 25 pupils. The course of instruction at this time covered one year. In 1873 the number of pupils had increased to 61, and, with an annual increase of more or less importance each year, the number at this time (1899) has nearly reached 200. In 1890 the length of the course of instruction was increased from one year to a year and a half, and additional instruction was provided for, together with the German department. The public schools of the city have until the last year offered positions as teachers to all the graduates of this school, until now from 75 to 80 per cent. of the teaching force is made up of the graduates of the Normal School. The Board of Education encourages the Normal School students to hope for employment, by a rule that, other qualifications being equal, our own prepared pupils shall have preference in the selection of teachers. The school has proved to be a "governor" in the regulation of professional preparation, and its influence upon education in our city is far beyond computation and has abundantly proven the wisdom and good judgment of its promoters. Prominent among the members

of the Board of Education at this time were Colonel S. S. Fisher, A. J. Rickoff, Christ Von Seggern, and Timothy J. Davis.

John Hancock continued in office until June 30, 1874, and his administration was of a solid and substantial type, much after the same type as that of Superintendent Rickoff. There was a healthy and pure moral tone infused into the corps of teachers, and Mr. Hancock's high moral character and rich experience were found permeating the whole.

John B. Peaslee was chosen to succeed him. Mr. Peaslee continued in office for twelve years, the longest period on record, and during this time there were many features established in the schools; among them were the systematic preparation of slate work, the cultivation of author study and literary gems, the celebration of Arbor Day and forestry study. Some of the most interesting events were the celebration of the annually returning seasons by visits to, and tree planting in, our parks.



JOSEPH W. O'HARA,

Member Board of Education, April,  
1890, September, 1899.



About the time of Mr. Hancock's entrance to office, the question of the "Bible in the schools" came up again for discussion, and after much earnest and vigorous agitation it was, in the spring of 1869, decided to exclude the reading of the "Scriptures of the Old and New Testament" from the public schools of Cincinnati. The subject was not a new one, for nearly twenty years occasional breaks had occurred, but they never until this time could secure an opposition majority. The matter was carried to the State Supreme Court, and there the action of the Board of Education was upheld. During this decade there seemed very little to agitate the school men, save an occasional change in text-books or courses of study, in which matters our authorities have been conservative and careful. The McGuffey Readers were in use for nearly fifty years, and the Ray Arithmetics for nearly the same length of time.

No course of study has been entered upon solely because it appeared *large and rich*, but there has ever been a determination to pursue a steady, solid, and practical plan. It may seem a little odd, but during the last fifty years there has not been any increase in the number of studies pursued in our schools. The curriculum of the forties was as extensive as at the present day, but I think the exactness and thoroughness were not what they are at the present time.

The subject of evening schools has always received attention, but they have had seasons of depression, alternating with those of enthusiasm. This subject, being fully treated of in another part of this work, will receive no more attention here.

The Board of Education at this time was placed under the operations of a new law. The old law, which provided for two members from each ward, was repealed.

and a new one, in which provision was made for one member from each ward and twelve members "at large," was enacted and went into effect in the spring of 1886. The following named persons were the first ones chosen under this law: For three years, Samuel Bailey, Jr., Dr. J. W. Underhill, W. H. Morgan, E. Court Williams; for two years, C. Kiechler, M. Reynolds, Jr., John Straehley, Theodore Horstman; for one year, J. E. Corman, Fred S. Spiegel, Dr. W. W. Dawson, and Vincent Hess. The law continued in force until 1887, when it was declared unconstitutional, and was supplanted by a law which provided for one member from each ward, to be elected by the citizens of the various wards. In 1896 the present law was enacted, going into force April, 1897.

A school for unfortunate (deaf) children (previously sent to Columbus) was organized and placed in charge of Robert McGregor, in 1875, at the Second Intermediate, Ninth Street, near Main, with an attendance of about 35. Teaching the sign methods was followed until the year 1886, when the school for oral teaching of deaf was organized under private auspices.



JOHN SCHWAAB,  
Member Board of Education,  
April, 1894-1902.

In 1888 this oral school was absorbed by the Board of Education, and a division of the pupils in both schools was made. Since then there have been two schools for the deaf, one teaching the sign method, and the other the



GUY W. MALLON,  
Woodward Medal Winner, 1881.

oral. For the last ten years the Legislature has made annual appropriations of \$2,500 to \$3,500 for the support of these schools, and at its last session a law was passed appropriating \$150 per annum for each deaf mute in the school district.

This provision, so wisely and opportunely made, puts the school beyond perad-

venture and guarantees work upon a higher plane of usefulness. The school has attained a national reputation, and other cities of our State have followed our example in thus making provisions for the deaf.

The Board of Education for many years held the weekly meetings on Monday afternoons; the time of the day was once changed to evening, and later the law was amended to require bi-weekly sessions until 1884. These sessions were held in the old City Building, on Eighth and Plum Streets (the site of the present City Hall).

Subsequently, when the Board of Education was empowered to levy its own taxes and appropriate its funds without reference to the City Council, it was that this latter body fixed an amount which the Board of Education was required to pay to the Council for the use of their quarters at the City Building. In the meantime the new Public Library Building on Vine Street became the property of the Board of Education, and a comfortable and convenient room was found here. This was appropriated to educational purposes. There had been many places of meeting for the Board: In College Hall, afterwards in one of the school-houses, then in the Mechanics' Institute, at one time in the old Central School Building, then in the Eighth Street City Hall. For sixty years the Board has organized in the spring of each year by electing a president, clerk, and delegates to the Union Board.

In 1886 Dr. Peaslee was succeeded in the superintendency by Dr. E. E. White, who has been a prominent educator in Ohio and Indiana, and for many years a noted figure in national educational institutes and other such assemblies. He was also author of several textbooks, among them a series of arithmetics, which have had a great circulation. Dr. White remained in the superintendency for three years. Among the changes made during this time was the system of promotion on the recommendation of the teacher, leaving out of consideration any reference to examinations. Previous to this arrangement the pupils were divided into classes, and the half of the pupils in each room who had attained the highest standing during the year in their several studies were promoted as honor pupils; the other half were expected to stand an examination to test their knowledge and ability. During Dr. White's administration there also came a change in the State statute

touching the management of the schools. Before that time the teachers were appointed on the recommendation or nomination of the local trustees. By the conditions of the amended law all nominations of teachers are made by the superintendent, to be confirmed or rejected by the Board of Education. This law was again amended in 1895, by modification of what is called the "Pension Law." Dr. White's term continued until 1889, when he was succeeded by the writer.

The latest and crowning provision relating to teachers, and thus indirectly to the pupils, is that referring to the perpetuity of the teachers' tenure of office and the financial arrangement touching those who have taught out the days of their usefulness and who, from approaching age or mental or bodily infirmities, are compelled to relinquish their places to those who, by reason of youth or greater mental or physical vigor, are better qualified for public service. These conditions justify our school authorities in making very exacting the preparation for the teacher's profession, and should insure the truest, most vigorous, and earnest workers in this field of municipal economy. There is also furnished a stimulus to make the best preparation for the teacher's work, encouraged by the hope of protection when the profession's "dead line" is crossed, and the period of unproductiveness is reached. Those who enter the work now are assured of their continued employment, if success justifies it. [Superintendent Morgan was stricken with paralysis Monday evening, May 22, 1899, at exactly 9.10, while he was in the act of addressing the Board of Education. He was lead to his private office, and later removed to the City Hospital. At 3.15 Saturday afternoon, January 6, 1900, he died at his home on Price Hill. In August he resigned the superintendency, and Richard G. Boone was elected to

succeed him on September 5th. Mr. Morgan was a strong man politically. He was a Republican, and his wife was a sister of Asa S. Bushnell, then Governor of Ohio. Dr. Boone's administration will be treated of later.]

### CHAPTER III.

#### BOARD OF EDUCATION.

Jacob E. Corman.

**I**N no department of public affairs is the progressive spirit of a people more conspicuously shown than in their public school system.

When we look upon our fine school buildings, the best in this line that the architect and builder can furnish, and consider the splendid educational opportunities offered to even the poorest child, we feel a justifiable pride. Few, however, stop to think of the humble beginnings and the constant struggle against obstacles that the friends of education have been obliged to maintain in order that the schools might keep their place in the march of progress.

The history of the school board is a record of these struggles and of the means by which the steady advancement of the cause of education has been insured; for it is the school board that secures funds, divides the city into districts, selects sites for school buildings, attends to the building and furnishing of the latter, appoints janitors, selects subjects and arranges courses of study, chooses text-books, elects the Board of Examiners, confirms teachers, fixes salaries, and makes rules for the

management of the schools. In fact, there is no detail of school building or of school administration that is not controlled by rules made by the Board of Education.

The name "Board of Education" was given to the body in 1868. From the establishment of the schools in 1829 until 1868, the directing body was known as "The Board of Trustees and Visitors." This Board consisted of one member from each ward, elected for one year. In 1845 the term of office was lengthened to two years.

For twenty years after the establishment of the public schools, there was no superintendent, the Trustees taking upon themselves a large part of the work afterward assumed by the superintendent. They visited and inspected the schools personally, giving generously of their time to what they considered the duties of their office.



C. C. LONG,

Ex-Principal Eighth District, Author  
of "Language Lessons," Etc.

In those early days the Trustees labored under many disheartening conditions. Although working zealously to enlarge the usefulness of the public schools, they were handicapped by an insufficiency of funds. A report of 1831 tells us that "many of the schools were poorly

lighted and situated in unhealthful localities, and consequently were patronized by those only who had not the means to study elsewhere."

It was the Board of Trustees and Visitors that devised and carried out plans to arouse public interest in the cause of education, and thus to secure funds to carry out their project. One of the most noteworthy means of enlisting public attention was the annual examination of pupils. The Trustees invited to these examinations public men, teachers from other States, members of the press, and relatives and friends of those to be examined. In 1833 these exercises terminated in a street procession of the girls and boys who had participated in the examinations. The greatest enthusiasm prevailed throughout the city, and within the year a model school house was built, and within two years the remaining nine districts of the city boasted of like structures.

The attendance rapidly increased, the schools became more popular, and the citizens more determined to make the public schools a feature of the city. As a result the Board became a more important body, and the number of members from each ward was increased to two.

The schools, in 1840, gained a wider popularity by the establishment of a German Department in certain schools and by the opening of night schools. In 1841 the employment of special teachers of penmanship was authorized.

The public examinations continued to be an attractive feature, as the following from the annual report of 1844 will show: "The recent public examination of the schools was well attended, both by the officers of the respective boards and by the citizens generally; indeed, some of the rooms were so crowded, especially at the



concluding exercises of each day, that persons desirous of being present were excluded for want of room."

In 1845 the term of office of each member was lengthened to two years. The growth of the schools



**SAMUEL WEIL, JR.,**

**Member Board of Education, April, 1886,  
October 31, 1892.**

multiplying, the duties and responsibilities of the Board lead to the election, in 1850, of a Superintendent of Schools.

The responsibilities of the Board were increased in

1851, when they were empowered to elect six of their number to the Union Board of High Schools.

[In 1853 the school law of Ohio was amended, making provision for school libraries at public cost. A tax of one-tenth of a mill on the dollar was levied for this purpose. On December 18, 1854, President Rufus King, of the Board of Education, had adopted a resolution that there should be but one school library in Cincinnati, and that it should be kept in the building in which the sessions of the School Board were held. In 1856 1,500 volumes were purchased by Mr. King and Mr. H. H. Barney and placed in the third floor of the old Central High School Building on Longworth Street. The School Board had its sessions in a room upstairs in the same building. May 28, 1855, J. A. Caldwell was elected clerk of the School Board and public librarian. He is still living (1902). In 1867 the name of the library was changed to the Public Library of Cincinnati, and it was governed by a Board of Managers chosen mainly by the Board of Trustees and Visitors.—Ed.]

In 1880 a law was passed making the Board to consist of one member from each ward, term of office two years, and twelve members at large, elected four for one year, and four for two years, and four for three years. This law continued in force until February, 1887, when it was repealed and a new law enacted, making the Board to consist of one member from each ward, term of office two years. In 1897 the present law went into effect; this provides for the election of one member from each ward, term of office three years.

Considering the magnitude of the work accomplished by the Board that have had charge of the schools, it is not surprising to find on the list of members the names of some of the best citizens of Cincinnati. From the foun-

dation of the schools in 1829, successful business men, doctors, lawyers, and politicians, prominent in city and State affairs, have been proud to be identified with the schools, and members of the Board have lent their best energies to promoting the cause of popular education. It is a noteworthy fact that these services have always been given without recompense; that, while other municipal boards receive salaries, members of the Board of Education take time from their regular occupations to serve the public without pay.



DR. L. J. FOGEL,  
Member Board of Educa-  
tion, April, 1893-1900;  
Union Board, 1898-1900.

April 24, 1894, the State passed a law giving women a voice in school affairs on equal terms with men. The first city election under this law was April, 1897, when 5,144 women voted, and one ran for member of the Board of Education in the 14th Ward. This lady, Miss Anna Laws, was defeated by 92 votes, her opponent having a total of 1,018. Miss Laws was indorsed by the Democratic Party. Her opponent was a Republican.

In 1900 two women were candidates, Dr. Sarah M. Siewers in the 17th Ward, and Lillie Wuest in the 19th; both were defeated. A strange feature in Miss Wuest's case is that, while she received 636 votes, only 32 women turned out to vote. The failure of the women to make a showing has had a depressing effect upon those who favor women suffrage. It is held to be conclusive evidence

that women as a class do not care to exercise the rights of full citizenship.

The following table shows the vote cast by women for members of the Board of Education :

Ward.	1897. April 5.	1900. April 2.	Ward.	1897. April 5.	1900. April 2.
1	407	85	17	86	193
2	223	447	18	42	0
3	7	16	19	20	32
4	575	189	20	457	85
5	16	24	21	71	316
6	151	34	22	127	29
7	119	123	23	171	41
8	96	64	24	136	63
9	75	18	25	396	53
10	104	69	26	232	95
11	69	10	27	136	25
12	63	43	28	54	43
13	82	170	29	196	101
14	174	20	30	135	106
15	245	509	31	84	41
16	399	126			
<hr/>					
Total	1897.....				5,144
	1900.....				3,170
<hr/>					
Loss.....					1,974
<hr/>					

Again, in 1897 over 7,000 women registered to vote, but over 2,000 failed to come out on election day.

Election officers say that many women refused to answer questions put to them respecting age, nativity, marriage, etc., and they predict that future elections will not see many women out.

Dr. Sarah M. Siewers, in discussing the vote cast, says :

“The fact that so few women voted does not prove indifference. It simply shows that voting for one trustee every third year does not make it worth while. It is a noted fact that men took no interest in school elections



DR. SARAH M. SIEWERS,

Independent Candidate for Board of Education,  
17th Ward, April 2, 1900.

when these took place on a separate day. The time of voting had to be changed to secure a vote. If our trustees were elected at large, as they should be, instead of one from each ward, a capable woman could easily be elected,

and women would have more incentive to register and vote. In many wards there is no choice, perhaps a candidate on only one ticket, or a choice between two inferior candidates, in which case women have refused to vote for either. What women want is the full ballot. They will be satisfied with nothing less. This is the only way to secure equal pay for equal work, as was demonstrated in Colorado. There the spectacle is not seen, of men principals drawing \$1,900 a year, while women teachers receive \$400 and \$500 for hard work. A city that pays its primary teachers from \$400 to \$700 a year should not pay the principals more than \$1,000 per annum. Many teachers and other working women fear to declare their wish for the ballot, lest they may be dismissed; and their fears are not unfounded. Then, many women have husbands who object, and nothing less than full citizenship would protect these wives in the exercise of their rights. The women who registered and voted were of the best and most intelligent in the city. When they are fully enfranchised, they will gradually draw the best men back into politics, instead of leaving the management of public affairs to the lowest strata of society."

[For an account of the Union Board of High Schools and of the Colored Board of Education, see the respective chapters on those subjects.—Ed.]

## CHAPTER IV.

### BOARD OF EDUCATION MEMBERS.

THE Board of Education records of early times are very meager. In fact, they are very hard to understand, owing to their brevity. The following is the only

statement of the first meeting, as recorded in the official minute book at the City Hall:

### MINUTES

OF THE

#### TRUSTEES AND VISITORS OF THE COMMON SCHOOLS OF CINCINNATI.

A meeting of the Board of Trustees and Visitors was held at the house of N. Guilford on the——day of July, 1829, when the Board proceeded to the appointment of a Board of Examiners and Inspectors of Common Schools, according to the provisions of the statute, when the Rev. Timothy Flint and Mr. Lewis Howell were appointed to serve for the term of three years, Henry Starr and Calvin Washburn were appointed to serve two years, Bellamy Storer and Enos Woodruff to serve one year.

After which the Board adjourned.

N. GUILFORD, Chairman.

It will be noticed that Mr. Guilford neglected to date the meeting, but as the next meeting is dated July 7th the first date is not hard to approximate. On July 14th Mr. Guilford, who was a lawyer, was made secretary of the Board, and O. M. Spencer chairman (president).

1829.

The Board members were: 1st Ward, Oliver M. Spencer; 2d, Nathan Guilford; 3d, Moses Brooks; 4th, Calvin Fletcher; 5th, David Root.

The second Board meeting was held in the office of Mr. Spencer, who seemed to have served as president up to April, 1832, when Nathan Guilford succeeded him. At the time the Board organized, the city had five wards. There seems (1830) to have been 16 different schools, with an enrollment of 2,103, and daily attendance of 1,558. There were 22 teachers, with 70 pupils to each. Wood and coal were used for fuel.

One of the first acts of the Board was to appoint a committee to draw up rules to regulate the schools, and

on February 8, 1830, Mr. Guilford reported the following code for adoption (the council chamber was now the meeting place) :

**RULES TO BE OBSERVED IN THE COMMON SCHOOLS.**

1. The scholars must all keep their hands, faces, and clothes cleaned.



**SIXTEENTH DISTRICT SCHOOL HOUSE,**

Southern Avenue, Mt. Auburn; erected 1892; cost, \$84,870; 24 rooms, seats 1,350 pupils; John C. Heywood, Principal;  
Charles Weidner, Jr., Trustee.

2. They must not stop to play or loiter on the way going to or coming from school.
3. While in school they must obey their teachers and the rules of the schools.
4. They must make no unnecessary noise.
5. Must attend closely to their studies.
6. Must not study aloud.



7. Must not talk or whisper to each other.
8. Must not leave their seats without permission.
9. Must always speak the truth.
10. Must not quarrel or injure each other.
11. Must not use profane or indecent language.
12. Must be polite and respectful in their conduct to every one.

One hundred copies of the above were ordered printed and distributed in the schools.

In pages to follow is a roster of Board of Trustees and Visitors. The lists were made up from the official records and are valuable, showing, as they do, several things, viz.: Places of meetings, wards of the city, number of members, names of distinguished citizens, etc. In fact, it would be hard to find a more interesting list of names. Many illustrious families of to-day are represented, and some of their descendants are still in public life. Bellamy Storer, minister to Madrid, is a son of Bellamy Storer mentioned above; Col. Jephtha Garrard is a son of Jephtha D. Garrard; Dr. Victor Ray is a grandson of Dr. Joseph Ray; and so the list might be continued indefinitely.

APRIL, 1830.

1st Ward, O. M. Spencer; 2d, Nathan Guilford;  
3d, Moses Brooks; 4th, Wm. Oliver; 5th, Jephtha D.  
Garrard.

APRIL, 1831.

1st Ward, O. M. Spencer; 2d, Nathan Guilford;  
3d, Elisha Bingham, vice John F. Keys, resigned; 4th,  
Calvin Fletcher, vice Dr. Wm. S. Ridgeley, resigned;  
5th, Jephtha D. Garrard.

APRIL, 1832.

1st Ward, John Jones, vice Samuel Lewis, resigned;  
2d, George Graham, Jr., vice Nathan Guilford, resigned;

3d, Ennion Singer; 4th, Dr. Wm. Mulford; 5th, Wm. R. Morris.

Nathan Guilford resigned on July 9th. He had been president of the Board since April. Messrs. Guilford and Lewis, the fathers of the public school system, seemed to be in sympathy with each other in all things. Mr. Lewis resigned December 10th.

#### APRIL, 1833.

1st Ward, Henry B. Funk, vice Wm. Neff, resigned; 2d, George Graham, Jr.; 3d, Peyton S. Symmes; 4th, Dr. W. S. Ridgeley, vice Dr. Wm. Mulford, resigned; 5th, James R. Baldrige, vice James Challen, resigned. (Peyton S. Symmes president).

William Neff was the uncle of Peter Rudolph Neff and William Howard Neff, of the College of Music.



WILLIAM MCCALLISTER,  
Member Board of Education, April,  
1893, April, 1899.

#### APRIL, 1834.

1st Ward, Henry B. Funk; 2d, George Graham, Jr.; 3d, Peyton S. Symmes; 4th, Wm. S. Ridgeley; 5th, James R. Baldrige. (P. S. Symmes, president.)

JULY 1, 1835.

(NOTE THE CHANGE IN MONTH OF ORGANIZATION.)

1st Ward, Elam P. Langdon; 2d, Dr. Wm. Wood, vice Marcus Smith, resigned; 3d, Peyton S. Symmes; 4th, James R. Baldridge; 5th, George Graham, Jr. (Mr. Symmes is still president.)

JULY 5, 1836.

1st Ward, Salmon P. Chase (who later became Chief Justice of the United States); 2d, Dr. Wm. Wood, vice Wm. Green, resigned; 3d, Peyton S. Symmes; 4th, W. H. McCracken; 5th, George Graham, Jr. (Mr. Symmes, president.)

JULY 5, 1837.

The law had been amended, giving two members from each ward, as follows:

1st Ward, Elam P. Langdon, Allison Owens; 2d, Dr. Wm. Wood, Nathan Guilford; 3d, Peyton S. Symmes, John Howard; 4th, Wm. H. McCracken, E. Singer; 5th, Thomas I. Matthews, vice George Graham, Jr., S. S. L'Hommedieu, vice Oliver Lowell, resigned. (P. S. Symmes was president.)

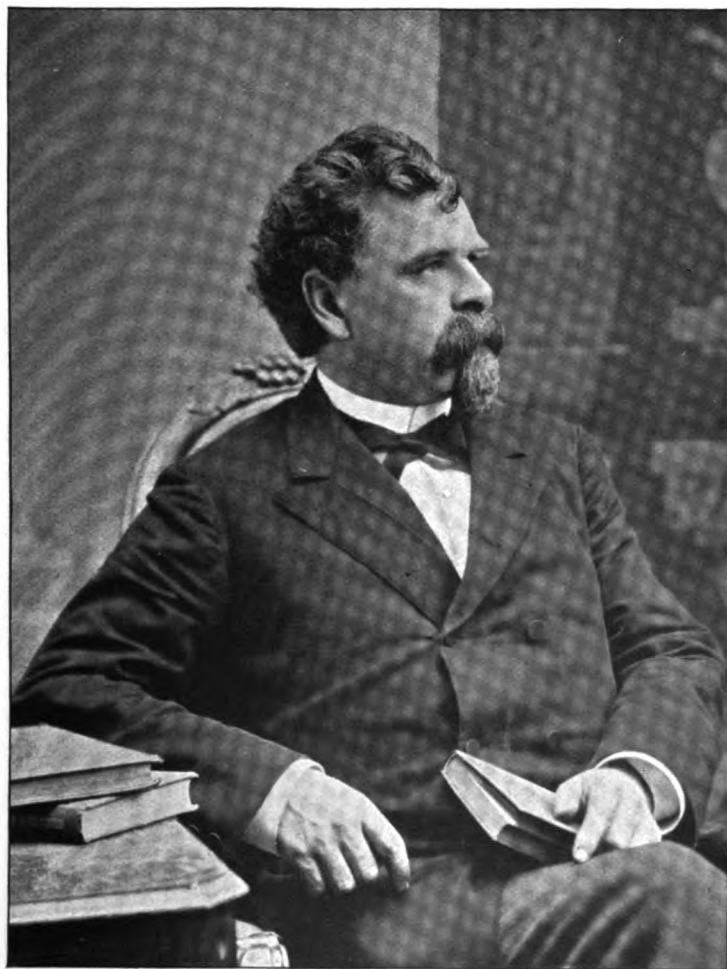
JULY 5, 1838.

(NOTE THAT TWO MORE WARDS ARE ADDED.)

1st, 2d, and 3d Wards remain the same; 4th Ward, E. Singer, Mark P. Taylor; 5th, Thomas I. Matthews; 6th, John P. Foote, R. De Charms; 7th, Nathaniel Holley, Wm. L. Hodgson. (Elam P. Langdon elected president.)

JULY 2, 1839.

1st Ward, Allison Owens, Elam P. Langdon; 2d, Wm. Wood, Wm. S. Ridgeley; 3d, P. S. Symmes, Benj.



**JOHN B. PEASLEE,**

**Elected Superintendent of Schools June 15, 1874. Served from  
July 1, 1874, to August 15, 1886, longest term on record. (43)**

F. Bedginer; 4th, Daniel F. Meader, James H. Looker; 5th, Thomas I. Matthews, George Graham; 6th, Joseph Bonsall, John P. Foote; 7th, Nathaniel Holley, Wm. L. Hodgson. (Mr. Langdon, president.)

JULY 2, 1840.

1st Ward, Elam P. Langdon, D. C. Cassat; 2d, Ebenezer Hinman, Wm. E. White; 3d, E. Singer, Stephen Wheeler; 4th, Daniel F. Meader, T. E. Mason; 5th, Albert Pickett, Thurston Crane; 6th, James H. Perkins, Joseph Bonsall; 7th, Nathaniel Holley, E. S. Williams. (Mr. Langdon, president.)

JULY 6, 1841.

1st Ward, Elam P. Langdon, Gardner Lathrop; 2d, Erastus Poor, Wm. E. White; 3d, Peyton S. Symmes, Edward D. Mansfield; 4th, Daniel F. Meader, Wm. Mulford; 5th, D. K. Cady, Thurston Crane; 6th, James H. Perkins, John C. Vaughn; 7th, E. S. Williams, E. C. Roll. (Mr. Langdon, president.)

JULY 5, 1842.

Minutes defective. Members apparently were: Samuel Morrison, Erastus Poor, P. S. Synmes, D. K. Cady, D. T. Snelbaker, James H. Perkins, Joseph Bonsall, E. S. Williams, and Messrs. Roll, Meader, White, Lathrop, Mansfield, Mulford—14 in all, showing seven wards. (James H. Perkins, president.)

JULY 1, 1843.

(NOW THERE ARE NINE WARDS.)

1st Ward, Samuel Morrison, Edward D. Mansfield; 2d, Erastus Poor, W. E. White; 3d, P. S. Symmes, Daniel H. Morton; 4th, John D. Thorpe, Dr. Wm. Mulford; 5th, Dr. Frederick Rolker, D. K. Cady; 6th,

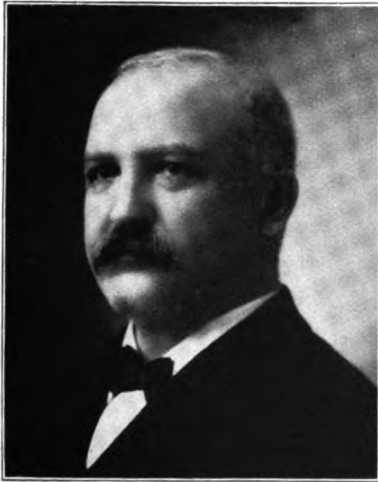
BOARD OF EDUCATION MEMBERS.

45

Wm. Goodman, Chas. Cist; 7th, Wm. Phillips, S. W. Smith; 8th, S. B. Halley, I. Dillingham; 9th, Dr. Joseph Ray. (Joseph Ray, president.)

JULY 2, 1844.

1st Ward, E. D. Mansfield, Samuel Morrison; 2d, Erastus Poor, Wm. E. White; 3d, P. S. Symmes, S.



LOUIS ROTHENBERG,  
Principal Fifteenth District  
School, 1886-1902.

Startsman; 4th, Dr. Wm. Mulford, John D. Thorpe; 5th, David K. Cady, Dr. F. Rolker; 6th, Wm. Goodman; 7th, Silas Smith, Wm. Rankin; 8th, Samuel B. Halley, Wm. B. Moores; 9th, G. Lathrop, Dr. Joseph Ray. (Dr. Ray, president.)

JULY 7, 1845.

(ONE MORE WARD.  
AND MEMBERS HERE-  
AFTER TO BE ELECTED  
FOR TWO YEARS.)

1st Ward, Wm. Phillips, Jr., 2 yrs., Dr. John A. Warder, 1 yr.; 2d, Erastus Poor, 2 yrs., Wm. Hooper, 1 yr.; 3d, P. S. Symmes, 2 yrs., Samuel Startsman, 1 yr.; 4th, J. R. Baldrige, 2 yrs., James Gilmore, 1 yr.; 5th, David K. Cady, 2 yrs., Benj. Dennis, 1 yr.; 6th, Wm. Goodman, 2 yrs., Chas. S. Bryant, 1 yr.; 7th, Wm. Rankin, 2 yrs.; 8th, John M. Bradstreet, 2 yrs., James Dunlap, 1 yr.; 9th, Dr. Joseph Ray, 2 yrs..

R. K. Cox, 1 yr.; 10th, B. I. Irwin, 2 yrs., Stephen Molitor, 1 yr. (Dr. Ray, president.)

JULY 7, 1846.

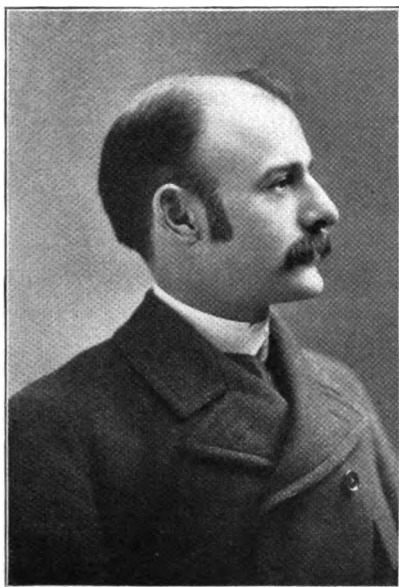
1st Ward, John A. Warder, 2 yrs., Wm. Phillips, Jr., 1 yr.; 2d, Wm. Hooper, 2 yrs., Erastus Poor, 1 yr.; 3d, Thomas G. Schaeffer, 2 yrs., P. S. Symmes, 1 yr.; 4th, George A. Peters, 2 yrs., J. R. Baldridge, 1 yr.; 5th, Bellamy Storer, 2 yrs., D. K. Cady, 1 yr.; 6th, Chas. S. Bryant, 2 yrs., Wm. Goodman, 1 yr.; 7th, Arthur Hill, 2 yrs., Wm. Rankin, 1 yr.; 8th, A. L. Bushnell, 2 yrs., John W. Bradstreet, 1 yr.; 9th, Gardner Lathrop, 2 yrs. (vice H. W. Borchalt, resigned), Joseph Ray, 1 yr.; 10th, Lewis Weitzel, 2 yrs., B. I. Irwin, 1 yr.

Mr. Ray was elected president, August 31st, after a contest that started in July. October 20th he resigned from the Board on account of a proposed re-adoption of his books and a revision in the course of study. Wm. Hooper succeeded him as president.

A complete list of the Trustees and Visitors would disclose some interesting facts. For example, Jephth D. Garrard married a daughter of Israel Ludlow, while Salmon P. Chase, who entered the Board in 1836, married a grand-daughter of the same man. George Graham, Jr., of the Board of 1832, and later dates, was a noted scientist. He early identified himself with students of natural history, and his picture can be seen to-day in the Society rooms, 312 Broadway. When La Fayette visited this city in 1825, the administering of the Masonic obligation devolved upon Mr. Graham. Peyton S. Symmes, who appears in 1833, was a brother of Captain John Cleves Symmes, of "Symmes Hole" fame, and son of Timothy Symmes. He was on the Board many years, and was president from 1833 to 1838.

Symmes is said to have been a very critical man, and on one occasion was examining a portrait, as he supposed, for the benefit of the artist, when the figure sneezed. He is described as a curious old man, who walked about with his pockets full of leadpencils and

papers that he was constantly consulting.



CHARLES J. HUNT,  
Winner Woodward Mathematical  
(Ray) Medal, 1877.

Elam P. Langdon was a wealthy man, who lived at Sixth and Sycamore. He founded the Langdon families of this city. He was president of the Board 1838-1842.

John P. Foote (1838) wrote a history, "Schools of Cincinnati." Edward D. Mansfield was an editor and lecturer. He wrote several books on Ohio history and was one of the learned men of the

city. In 1843 Charles Cist, the local historian, became a member of the Board, and in 1843 Dr. Joseph Ray's name first appears. He was at once elected president, and his influence seems to have been very great. S. S. L'Hommedieu (1837) was a noted man.



Dr. John A. Warder (1845) was a physician and scientist. He loved forestry and botany, and had a national reputation. He finally moved to a farm at North Bend, O., where he spent his time in cultivating trees and his favorite plants. Reuben H. Warder, ex-superintendent of parks, is a son. In 1845 William Hooper, the capitalist, was a member. He was president in 1847. Judge Bellamy Storer came in as a member in 1846.

It is said of O. M. Spencer that he was one of the best men ever on the Superior Court Bench. The Spencer house, Front and Broadway, was named after him.

Following will be a partial list of prominent Board members, showing when they began to serve:

July 6, 1848, Cyrus Davenport, John S. Powers, Stephen Molitor. Molitor was editor of the *Volks Blatt*. (Molitor Street gets its name here.) Bellamy Storer was first elected president this year.

July 10, 1849, Robert W. Burnet, Jonathan Cilley. Mr. Storer again president.

July 2, 1850 (eleven wards), B. Storer, president; John Schiff, Christian Ziegler. Mr. Ziegler is still living here (1902) and is the oldest survivor of the Board of Trustees and Visitors.

He was born in Germany. At the age of 13 he came to this country, and while on the way an incident occurred that is worthy of publication. The vessel became disabled in the English Channel and put in at Plymouth, England, for repairs. Various persons visited her on sightseeing excursions, and one day Mr. Ziegler said to his son:

"My boy, do you see that little girl?" pointing to a visitor who was accompanied by a gentleman.

"Yes," came the reply.

"Well, take a good look at her. She may some day be queen of England."

It was the youthful Victoria, and in later years Mr. Ziegler discovered that his birthday was the same as hers.

July 1, 1851, Bellamy Storer, president (16 wards);



HIRAM RULISON,

Member Board of Education, April,  
1883, to April, 1887.

Rufus King, probably the most noted man ever on the Board (he was from the 3d Ward); Charles Anderson, who became governor of Ohio; James Cooper, deputy sheriff, superintendent of water works, etc. (uncle of the compiler of this book); John Schiff, noted man.

July 6, 1852, Rufus King, president; C. B. Aspinwall; Dr. David Judkins, father of the late Chas. P. Judkins and of Dr. William Judkins.

July 5, 1853, Rufus King, president; Joseph Herron, principal of Herron's Seminary, a very learned man, father of Dr. Thomas G. Herron; John Horton, Joseph Burgoyne, Dr. John Davis, Rev. W. P. Stratton.

July 3, 1854, Rufus King, president; Thomas McLean, a noted squire; John C. Wright, celebrated school man and educator; Absolem Death; Lyman Harding who had a private school, and who became superintendent of schools.

July 3, 1855, Rufus King, president (17 wards, 34 members); Dr. W. B. Davis, brother of Dr. John Davis and father of Dr. Clark W. Davis, health officer of city, 1902; W. M. Hubbell; W. H. Harrison, wholesale druggist and brother of L. B. Harrison, president First National Bank; F. H. Rowekamp; Dr. C. G. Comegys, the noted physician and father of Attorney Charles G. Comegys.

July 1, 1856, Rufus King, president; John W. Herron, the attorney; Judge Charles P. James; Charles G. Broadwell; John W. Dale, still (1902) treasurer of The Robert Clark Company. August 11, 1856, the minutes state: "The Board met for the first time in their neat and commodious session room on the first floor of The Ohio Mechanics Institute." The room vacated was in the Central High School Building, 52 Center (Longworth) Street.

July 7, 1857, Rufus King, president; Isaac J. Allen, elected superintendent of schools August 23, 1858; H. Thane Miller, founder of a noted school for girls; James F. Irwin.

July 6, 1858, Rufus King, president; H. Lackman; Christ. Von Seggern, still living (1902); James M. Doherty.

July 5, 1859, Rufus King, president; the late Dr. C. P. Brent; Lemuel H. Sargent; C. F. Wiltach (Wiltach Street).

July 3, 1860, Rufus King, president; Max Lilienthal, rabbi; Dr. J. M. Scudder, founder Eclectic Medical Institute.

July 2, 1861, Rufus King, president; Herman Eckel, an editor; John J. Hooker; Lyman Harding, a member of the Board, elected superintendent.

July 1, 1862, Rufus King, president.

July 7, 1863, Rufus King, president; Colonel S. S. Fisher.

July 5, 1864, Rufus King, president; Andrew J. Rickoff; Robert Allison; Thomas J. Melish; Jabez M. Waters.

July 4, 1865, Andrew J. Rickoff, president; Bishop J. M. Walden. Salary of Lyman Harding, as superintendent, raised from \$1,750 to \$8 per day. 18 wards.



FRANCIS E. WILSON,  
Principal Windsor School 1888-89.  
Founder "Public School Journal."

July 3, 1866, S. S. Fisher, president; E. P. Bradstreet.

July 2, 1867, S. S. Fisher, president. Hot contest for superintendency. A. J. Rickoff elected, but on July 22d he declined to serve. That evening the salary was raised to \$3,500. Eight or ten meetings were held, and on September the 9th John Hancock was elected to the office.

July 7, 1868, S. S. Fisher, president. John Hancock re-elected superintendent by acclamation. Name "Board of Education" first used.

July 6, 1869, H. L. Wehmer, president; W. J. O'Neil, Joseph P. Carberry, S. A. Miller, the geologist (Mr. Miller is really the man who threw the Bible out of the schools); J. F. Wisnewski, father of Edward Wisnewski, manager of the *Cincinnati Enquirer*; Thomas Vickers, the librarian. (20 wards, making 40 members.)

July 5, 1870, Francis Ferry, president; S. S. Davis, later mayor of city; D. J. Mullaney; Howard Douglass; Rev. A. D. Mayo; W. S. Scarborough. (24 wards, 48 members.)

July 4, 1871, J. M. Waters, president; Gustav Tafel, mayor, 1897-1900; Wm. Strunk; L. W. Goss. Clerk W. F. Hulbert resigned, and B. O. M. DeBeck succeeded him.

July 2, 1872, L. W. Goss, president; Chester W. Merrill, later elected librarian; Moses F. Wilson; Chas. H. Stephens.

July 1, 1873, L. W. Goss, president. (25 wards, 50 members.)

April 20, 1874 (note change in time of organization), L. W. Goss, president. June 15th John B. Peaslee was elected superintendent on the fourteenth ballot, after exciting contest.

April 19, 1875, W. J. O'Neil, president; Chas. W. Whiteley; Drausin Wulsin; Benj. H. Cox; John Frey, manager Dennison House.

April 17, 1876, W. J. O'Neil, president; Dr. W. H. Mussey; Dr. J. W. Underhill; W. H. Morgan, late superintendent; Robert J. Morgan, of U. S. Playing Card Co.

April 16, 1877, A. C. Sands, president.

April 15, 1878, A. C. Sands president; Samuel Bailey, Jr.; Fred Raine, late county auditor; Theodore Horstman (aged 21), corporation counsel, head of Fusion movement, 1894, as candidate for mayor; Gideon C. Wilson, county solicitor, 1902.

April 21, 1879, Dr. W. H. Mussey, president; Charles A. Miller, late county treasurer; Thos. F. Shay; Dr. W. H. Falls; J. H. Rendigs; Major Jacob A. Remley, father of W. H. Remley, principal Twenty-eighth District School.

April 19, 1880, Dr. J. W. Underhill, president. Board has 37 members, 12 elected at large, and 1 from each of the 25 wards. E. Cort Williams; John Strahley; Jacob E. Cormany; Fred S. Spiegel, now a judge.



ERNST REHM,  
Member Board of Education, April,  
1889, December 10, 1894.

April 18, 1881, J. W. Underhill, president; H. P. Boyden, city auditor, 1897-1900; B. F. Ehrman; G. R. Wahle, postmaster; George Emig.

April 17, 1882, Howard Douglass, president; Thomas E. Matthews, brother of Alex Matthews, a member in 1902; H. J. Buntin; Robert G. Stevenson, clerk.

April 16, 1883, Howard Douglass, president; W. A. Hopkins, assistant public librarian (1902); J. D. Wells.

April 21, 1884, John F. McCarthy, president; H. H. Mithoefer; August Herrmann; August H. Bode; H. M. Rulison; John P. Dehner; George O. Deckebach.

April 20, 1885, George Emig, president; L. M. Hadden; Samuel Weil, Jr.

April 19, 1886, L. L. Sadler, president; Lee R. Keck; Wm. Ruehrwein, superintendent Work House, 1902; B. Bettman, collector U. S. Internal Revenue, 1902. Superintendents to be elected at first meeting in May, to take office second meeting in August. Dr. E. E. White elected May 24th; Wm. Grautman, assistant clerk.

April 18, 1887 (members at large abolished), L. L. Sadler, president; Wm. Rendigs; J. M. Robinson. 25 members. George R. Griffiths elected clerk. He died October 1, 1900.

April 16, 1888 (30 wards, 30 members), L. M. Hadden, president; Chas. Weidner, Jr., president, 1899-1902; F. W. Hartzell; Herman Knost. W. C. Ziegler elected clerk to superintendent of schools December 3d.

April 15, 1889, L. M. Hadden, president; Ernst Rehm; A. L. Herrlinger. May 6th W. H. Morgan elected superintendent; took office August 1st.

April 7, 1890, Wm. Rendigs, president; Phillip Renner; Jos. O'Hara; Oscar Kuhn, president University Board (1902).

April 20, 1891, Wm. Rendigs, president; Dr. H. W. Albers; J. C. Harper; Joseph Parker.

April 18, 1892,  
A. L. Herrlinger,  
president; E. R.  
Monfort, postmas-  
ter (1902).

April 17, 1893,  
A. L. Herrlinger,  
president; John  
Grimm, Jr.; Wm.  
McCallister; Geo.  
Friedlein; Dr. L.  
J. Fogel.

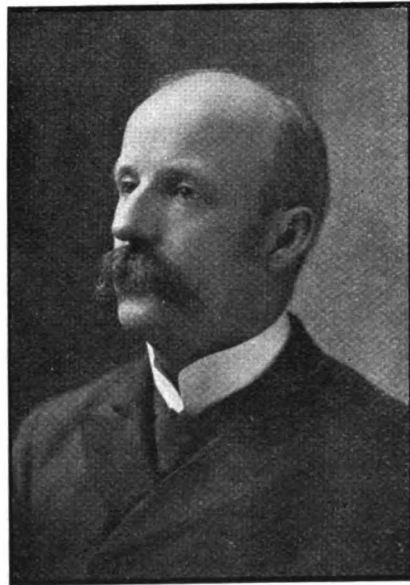
April 16, 1894,  
A. L. Herrlinger,  
president; Alex  
Matthews; John  
Schwaab; J. O.  
Woodward.

April 15, 1895,  
A. L. Herrlinger,  
president.

April 20, 1896,  
E. R. Monfort,  
president; Dr. J.  
C. Culbertson. (31 wards.)

April 19, 1897, E. R. Monfort, president; Theo. A. Frey; L. E. Keller; Aug. Meltzer; George Rethman; Thomas J. Whalen.

April 18, 1898, Captain E. R. Monfort, president.



JOHN MARSHALL SMEADES,  
Chairman Business Men's Club  
Committee on Education.



April 17, 1899, Charles Weidner, Jr., president; Dr. B. F. Lyle; Dr. S. B. Marvin; Nicholas Longworth; J. G. O'Connell. Superintendent W. H. Morgan resigned August 14th, to take effect September 15th; retired September 5th, and R. G. Boone elected at once.

April 16, 1900-2, Charles Weidner, Jr., president.

#### ROLL OF MEMBERS.

Election April 2, 1900, for three years (April 16, 1903).

Ward.	Member.
1	John G. O'Connell, attorney-at-law.
2	Dr. Felix G. Cross, insurance agent.
3	Jos. H. Toelke, saloonist.
4	F. W. Hartzel, agent.
5	S. B. Marvin, physician, druggist.
6	Theo. A. Frey, superintendent, chemist.
7	H. G. Hauck, attorney-at-law.
8	J. I. Bonar, physician, vice P. D. Spaeth.
9	H. W. Albers, physician.
10	John Grimm, Jr., agent.
11	George Friedlein, clerk to city auditor.
12	Wm. Fahrenbruck, insurance.
13	Chas. A. Stammel, physician, druggist.
14	Wm. J. Klein, attorney-at-law.
15	M. G. Heintz, attorney-at-law.
16	J. M. Robinson, manufacturer.
17	Jos. C. Marcus, physician.
18	Dr. J. C. Culbertson, editor <i>Lancet-Clinic</i> .
19	Joseph J. Parker, grocer and saloonist.
20	Dr. C. W. Cullen, J. W. Moffatt, E. D. Bolger.
21	George Rethman, clerk.
22	Alex Matthews, manufacturer.
23	August Meltzer, collector.
24	J. E. Cormany, deputy sheriff.

Ward. Member.

- 25 Louis E. Keller, hardware dealer.
- 26 John Schwaab, attorney-at-law.
- 27 Chas. Weidner, Jr., clerk Court Common Pleas.
- 28 Fred. H. Ballman, manufacturer.
- 29 B. F. Lyle, physician.
- 30 Geo. H. Morris, foundryman.
- 31 Louis J. Dauner, vice C. L. Nippert, resigned.

OFFICERS OF THE BOARD IN 1902.

Chas. Weidner, Jr., president; Jacob E. Cormany, vice-president; Wm. Grautman, clerk, third floor, City Hall; Fred M. Holder, assistant clerk, third floor, City Hall.

Office of the Board, southeast rooms on third floor of City Hall, Eighth and Plum Streets; telephone 263.

OFFICERS OF THE SCHOOLS.

R. G. Boone, superintendent of schools; F. B. Dyer, H. H. Fick, assistants, offices third floor, City Hall, extreme southeast rooms; Henry Klein, superintendent of buildings, office 910 Main Street; Wm. C. Ziegler, clerk superintendent of schools, office third floor, City Hall; A. B. Clement, truant officer, office third floor, City Hall.

The following are the eighteen regular standing committees:

Auditing, 3; boundaries, transfers, and hygiene, 3; buildings and repairs, 5; course of study, text-books, and apparatus, 5; deaf-mute school, 3; discipline and morals, 5; funds and claims, 5; furniture and supplies, 5; german department, 5; heating, fixtures, and fuel, 5; law, 3; lots, 3; night schools, 5; normal school and Teachers' Institute, 3; printing, 3; rules and regulations, 3; special teachers, 3; teachers and salaries, 5.

The Board meets every two weeks, on Monday evenings at 8 o'clock. Committees usually meet in the afternoon at 4. Bill days occur once a month, and the Fridays following bill days are pay days for teachers, clerks, etc. The Board organizes on Monday afternoons



HARRY S. JOHNSON,  
Hughes Class, 1887; Superintendent  
Central Union Depot.

at 3, previous to the regular meeting of that evening. Organization day is usually a gala affair, Board members receiving flowers and presents from friends and constituents. At the meeting of April 16, 1900, the session

room, City Hall, was crowded to suffocation with admiring friends of the Board members, while the desks of the members were completely covered with great bouquets. The clerk administers the oath of office to the president, who in turn swears in the other officers. Formerly the mayor officiated at organizations.

## PRESIDENTS.

July, 1829 (one meeting), N. Guilford (chairman.)  
 April, 1829, April, 1832, Oliver M. Spencer.  
 April, 1832, July 9th, Nathan Guilford.  
 July 9, 1832, July 5, 1838, Peyton S. Symmes.  
 July 5, 1838, July 6, 1842, Elam P. Langdon.  
 July 6, 1842, July 1, 1843, James H. Perkins.  
 July 1, 1843, October 20, 1846, Joseph Ray.  
 October 20, 1846, July 6, 1848, William Hooper.  
 July 6, 1848, July 6, 1852, Bellamy Storer.  
 July 6, 1852, July 4, 1865, Rufus King.  
 July 4, 1865, July 3, 1866, Andrew J. Rickoff.  
 July 3, 1866, July 6, 1869, S. S. Fisher.  
 July 6, 1869, July 5, 1870, H. L. Wehmer  
 July 5, 1870, July 4, 1871, Francis Ferry.  
 July 4, 1871, July 2, 1872, J. M. Waters,  
 July 2, 1872, April 19, 1875, Len W. Goss.  
 April 19, 1875, April 16, 1877, Wm. J. O'Neil.  
 April 16, 1877, April 21, 1879, A. C. Sands.  
 April 21, 1879, April 19, 1880, Dr. W. H. Mussey.  
 April 19, 1880, April 17, 1882, Dr. J. W. Underhill.  
 April 17, 1882, April 21, 1884, Howard Douglass.  
 April 21, 1884, April 20, 1885, John F. McCarthy.  
 April 20, 1885, April 19, 1886, George Emig.  
 April 19, 1886, April 16, 1888, L. L. Sadler,  
 April 16, 1888, April 7, 1890, L. M. Hadden.  
 April 7, 1890, April 18, 1892, William Rendigs.

April 18, 1892, April 20, 1896, A. L. Herrlinger.

April 20, 1896, April 17, 1899, E. R. Monfort.

April 17, 1899, April, 1902, Chas. Weidner.

(Note.—The date 1902 under pictures, and in the foregoing, means that the parties are still in office at writing.)

## CHAPTER V.

### SUPERINTENDENTS.

CINCINNATI has had ten superintendents of public schools, only one of whom came directly from the teachers' ranks. This one was John B. Peaslee. He was a principal when elected. The rest had taught school some, a few had taught in this city, and six of the ten had been members of the Board of Education.

The act of March 23, 1850 (a special act), authorized the election of a superintendent of public schools by popular vote, and Nathan Guilford was chosen the first Monday in April. He took hold the week of the 24th following, and served to June 30, 1852, when Dr. Joseph Merrill succeeded him. Dr. Merrill had been elected by the people at the polls. He is described as a "good fellow" who knew considerable about the schools.

In President Storer's annual report of June 30, 1850, is the following:

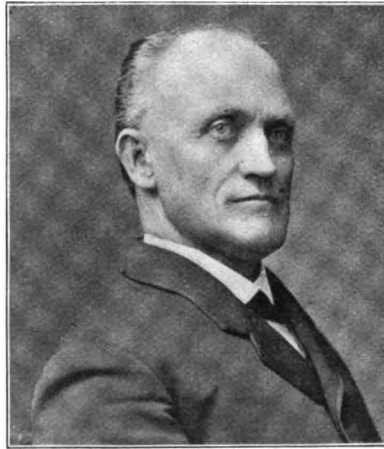
"At the spring election Nathan Guilford, Esq., was chosen superintendent of the common schools. The law under which he was appointed was passed by the last legislature, and the Board was authorized to prescribe his duties and provide for his salary. His salary has been

fixed at \$800 per annum. Though Mr. Guilford has been but a short time in office, he has visited all the schools," etc.

That Mr. Guilford had some contest with his Board is apparent, but what it was cannot be learned from the minutes, which are strangely silent, although they commend Mr. Guilford for his scholarship, success, etc. On July 5, 1853, is recorded the following: "An application of Nathan Guilford, to be appointed superintendent of common schools, was read and filed."

Mr. Guilford seems to have had modern ideas on education. In his annual report of June 30, 1852, he says:

"No one can visit a school in which the teacher has the art, tact, and force of character to govern without the rod, and witness the love and confidence existing between the teacher and pupils, and the beautiful order and progress in their studies, without being convinced of the infinite superiority of this kind of government. I am happy to say that we have many instructors of this kind in our schools. Such teachers should, if possible, be retained and well paid, and all such as find it necessary to have frequent recourse to the rod and, like so many petty



GEORGE W. OYLER,

Ex-Principal, after Whom the George W. Oylar School Was Named.

tyrants, can govern only by brute force, should be dismissed as having wholly mistaken their profession."

Mr. Guilford was born in Massachusetts, 1786. He graduated from Yale in 1812, and began the practice of law in Cincinnati in 1816. He published a letter on free education, urging an ad valorem tax (1822), which was published by the General Assembly in 1823-4. He was elected to the State Senate for the express purpose of having enacted a law providing for means of education (1824). This law provided for half a mill on taxable property and was passed by the Senate January 26, 1825, by a vote of 28 to 8, and passed House February 1st by vote of 48 to 24.

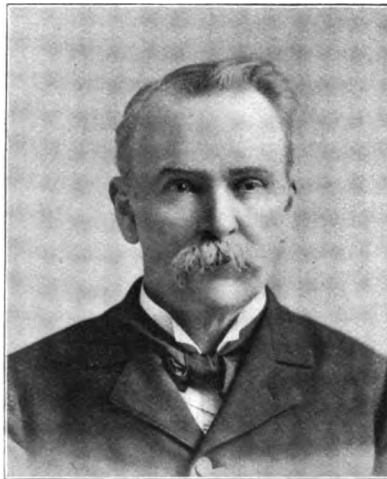
April 20, 1852, Joseph Merrill notified the Board that he had been elected and qualified as superintendent of common schools and was ready to begin service. The matter was referred to a committee, which reported a week later as follows :

"The law creating the office of superintendent has no provision fixing the time when his term of office shall commence. Your committee recommends that the official term of office shall commence annually on the first day of July, and terminate the end of one year thereafter." This was adopted. The schools were opened the first Monday in August. One year sufficed for Dr. Merrill, who seems to have received \$600 for his services, or \$50 less than principals. Mr. Merrill was born in Rockingham County, New Hampshire, the same county John B. Peaslee was born in.

The legislature of 1853 gave the Trustees and Visitors the power to appoint their superintendent, and on October 11th following Henry A. Barnard, of Hartford, Ct., was elected; but on December 27th of the same year he wrote a letter declining the position, owing

probably to the small salary. Salaries were not very high at this time. W. B. Wheeler was a principal at \$65 per month. John Hancock was an assistant at \$35 per month. Women teachers received as low as \$16 per month, and most got only \$20 to \$25. H. H. Barney, principal of Hughes, received \$125.

For some months the superintendency was vacant. April 11, 1853, Mr. Rickoff had resigned the principalship of the Sixth District School, to enter private business. (He was succeeded by John Hancock.) The Board tendered him the vacancy, but he declined until the salary had been fixed at \$1,200, when he accepted. This was March 6, 1854. Mr. Guilford was a candidate that night, and was nominated, receiving a few votes. In a few months Mr. Rickoff's salary was raised to \$1,500 per annum. He served to June 30, 1858, when he declined re-election.



A. B. JOHNSON,  
Principal Avondale Schools,  
1854 to 1902.

No election could be made at once, but on August 23, 1858, Mr. Speer nominated for superintendent Lyman Harding and H. H. Barney; Mr. Miller nominated Isaac J. Allen; Dr. W. B. Davis nominated Cyrus



Nason; and Mr. Hopkins nominated John Hancock. On the second ballot Mr. Allen received 19 votes and was therefore elected. He asked for one week to consider, and this was granted. He was then vice-president of the Board. August 30th he accepted the situation and resigned as a member of the Board. The salary was raised that evening from \$1,500 to \$1,700.



WINDSOR PUBLIC SCHOOL,

Windsor Street, Walnut Hills; erected 1886-92;  
cost, \$60,004; 16 rooms, seats 840 pupils;  
James E. Sherwood, Principal; Dr. J.  
C. Culbertson, Trustee.

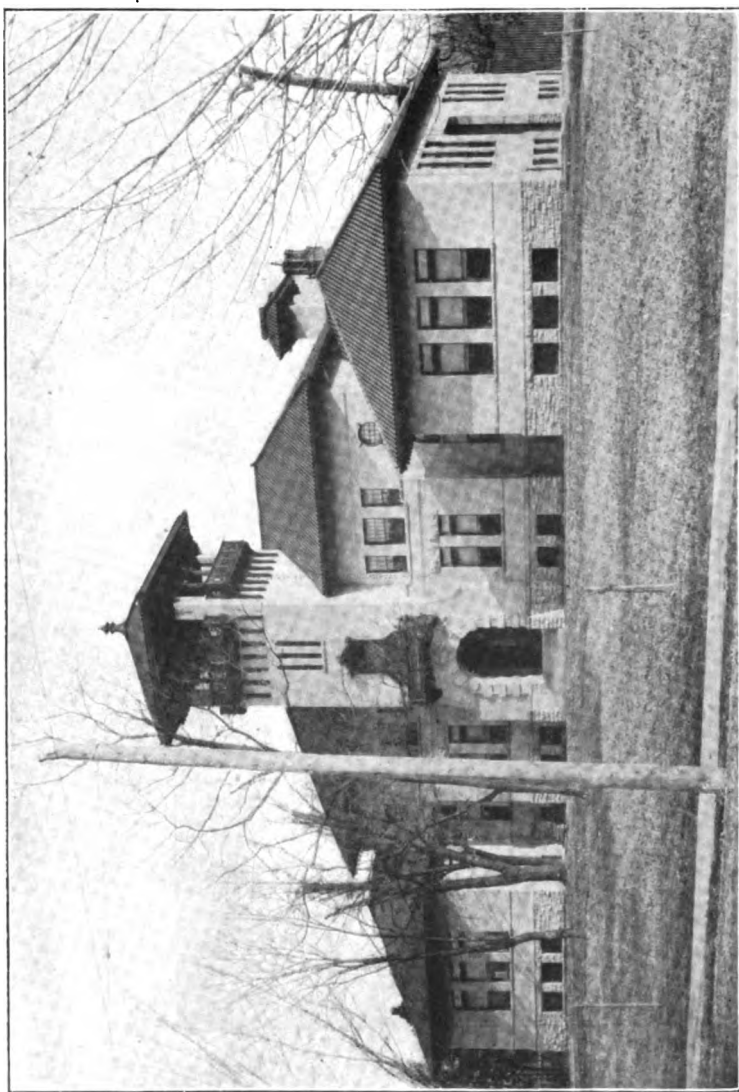
Mr. Allen later became a national character. He was a friend of President Lincoln's and had a strong liking for politics. He declined to serve after July 2, 1861, and went to Columbus O., where he bought an interest in the *Ohio State Journal*. Later he was appointed consul to Hong Kong. He is still living at Morristown, N. J. The picture shows him at the age of 86.



G. B. BOLENBAUGH,  
Principal of the Robert Fulton School.  
(1941)



E. W. WILKINSON,  
Principal First Intermediate School.



GLENDALE PUBLIC SCHOOL,

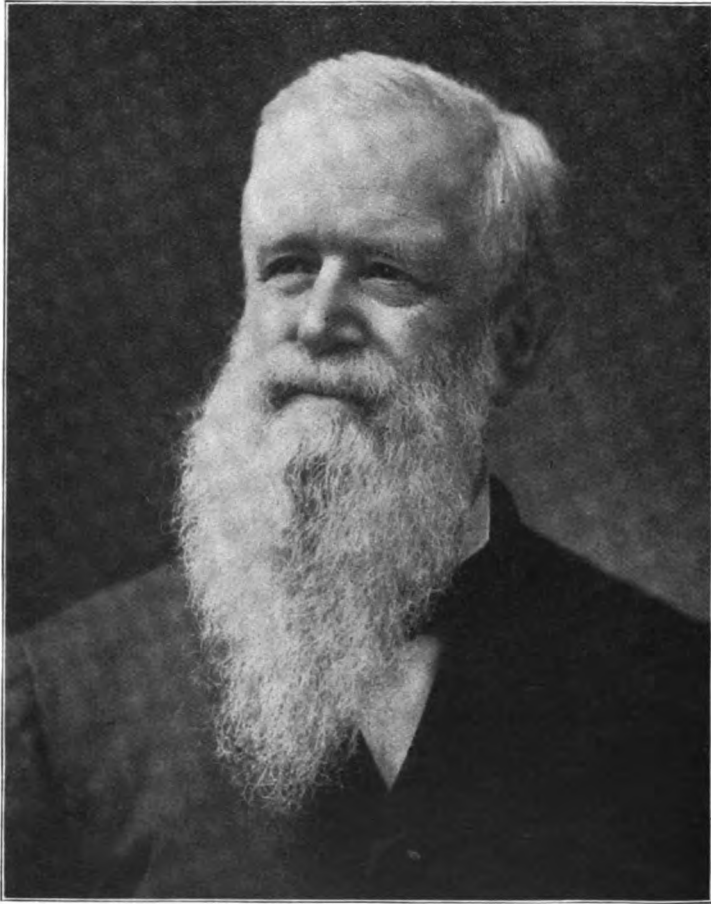
Said to be the finest school building in Ohio. Pressed buff brick; cost \$28,000; eight rooms first floor with auditorium, and 2 rooms on second floor. Basement has gasoline engine with fans for ventilation, 2 bath rooms, and area sufficient to hold all pupils during intermission.

(64B)

Mr. Allen was succeeded by another member of the Board, Lyman Harding, who conducted a girls' seminary on the south side of Fourth Street, between Race and Elm. Mr. Harding was elected July 2, 1861, and seems to have taken charge at once. He pushed reading and elocution and was, from all accounts, a courtly and accomplished gentleman. He retired July 2, 1867, and for a year kept a seminary at Newberry, near Milford, O. This failing, he gave up the profession to enter politics (he was a Republican, like his predecessor), and took a position in the Post Office Money Order Division, where he remained 23 years. He died July 31, 1897. Edward C. Harding, the insurance man, is his son, as was Lyman Harding Jr., the late principal. Mrs. Edwin C. Peebles is a daughter. Mr. Harding was born in New York State (1815) and graduated from Miami University, Oxford, O., with Rev. Monfort, the venerable father of Postmaster Monfort. He was distinguished for his mathematics. For some years he taught in the Cincinnati College, when the McGuffeys were at the head of that famous school. As a young man, he taught country schools in Kentucky.

The Board next elected Ex-Superintendent Rickoff, despite his protest, and raised the salary from \$8 per day to \$3,500 per annum, thinking he would accept, but he still refused, and so officially notified the Board on July 22d. John Hancock was thereupon chosen September 9, 1867, at a salary of \$3,500. He retained the position 6 years, 9 months, and 21 days, retiring on June 30, 1874.

John Hancock was born February 18, 1825, near Point Pleasant, O. He started to teach in Clermont County, and was appointed first assistant in the old Sixth District School when Mr. Rickoff was principal. He was elected principal of this school April 11, 1853, when Mr. Rickoff resigned. Later he was appointed principal



LYMAN HARDING,

Superintendent from July 8, 1861, to July 2, 1867.

(66) He Received \$8 per Day for His Services.

of the First Intermediate School, Court and Baymiller Streets.

April 20, 1861, the teachers of Cincinnati organized a military company of home guards, and in 1863 the teachers of the public and private schools were organized into the "Teachers Rifle Company," which, May 2, 1864, became part of the 138th Regiment, O. V. I., in camp under Col. S. S. Fisher, ex-president of the Board. Superintendent John Hancock was a private in this regiment.

After the war, Mr. Hancock resigned the principalship of the First Intermediate School and became superintendent of Nelson's Commercial College. In 1866 he was employed by Wilson, Hinkle & Co. (now American Book Company) to collect material for a new series of readers. He remained but one year, for in September he was elected superintendent, which office he filled with great success until Mr. Peaslee was elected. Mr. Hancock was at once elected superintendent of the Dayton, O., schools, remaining until 1884 under Republican city rule, and he was retired by a strictly party vote when the Democratic Party came in power. In 1885 he was elected superintendent of schools at Chillicothe, O. He resigned in 1889 to take the office of State school commissioner, to which he was appointed by Governor Foraker, to fill the unexpired term of Eli T. Tappan. November, 1889, he was elected commissioner. He died of apoplexy June 1, 1891, while sitting at his desk in the State House at Columbus. One of Mr. Hancock's sons went recently (1901) to the Philippines where he is serving in the army.

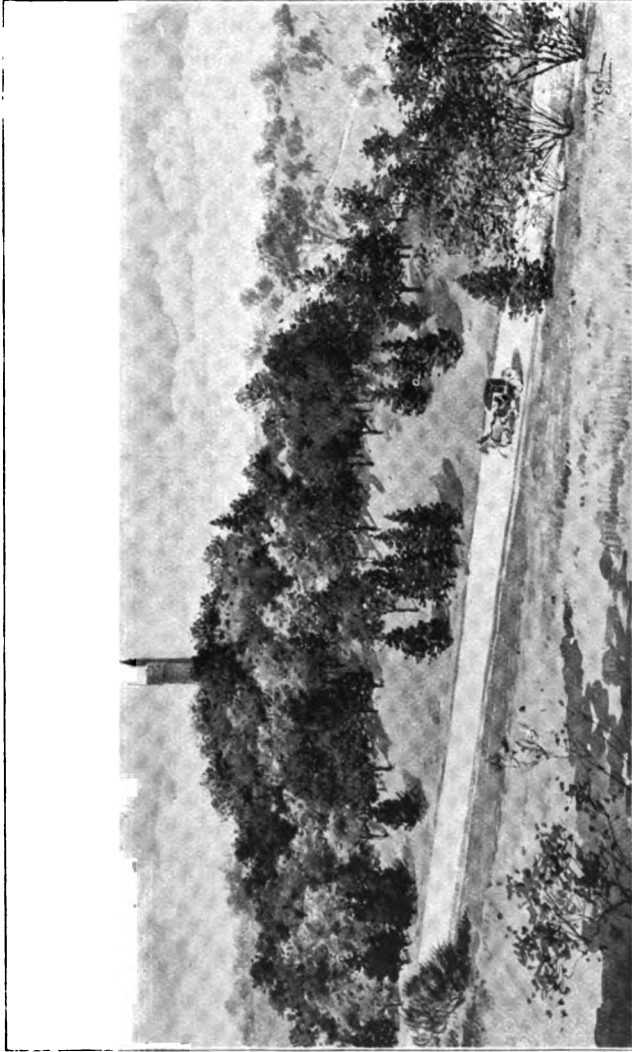
## CHAPTER VI.

## SUPERINTENDENTS.

JOHN B. PEASLEE, aged 32, was elected June 15, 1874, but did not take charge until July 1st, so as to allow Mr. Hancock to close the schools properly. Mr. Peaslee's salary was \$3,500 through his entire term of 12 years, 1 month, and 15 days. He enjoyed to a remarkable degree the love and respect of the teachers and pupils, and his term might well be called the golden age in Cincinnati school history. He was the only teacher in Cincinnati promoted directly to the superintendency, and his familiarity with details no doubt gave him that wonderful hold which he had upon his position. Mr. Peaslee was born at Plaistow, Rockingham County, New Hampshire, September 3, 1842, and he was, it is believed, the youngest man ever elected superintendent of so large a system of schools in this country.

He was educated in the schools of his native village; also at Haverhill, Mass., at Atkinson and Gilmanton Academies. He graduated at Dartmouth College in 1863. Soon after he was elected principal of the North Grammar School, Columbus, O., reaching Ohio on his twenty-second birthday. October 3, 1864, he resigned and came to Cincinnati as first assistant of the Third District School. In 1867 he was elected principal of the Fifth District School; in 1869, of the Second Intermediate (grammar) School; in 1873 the Ninth District School was placed under his charge also.

During the twelve years he was superintendent, Mr. Peaslee inaugurated a number of reforms and improve-



**AUTHOR'S GROVE, EDEN PARK, CINCINNATI**

Planted by the Pupils of the Cincinnati Public Schools, April 27, 1882



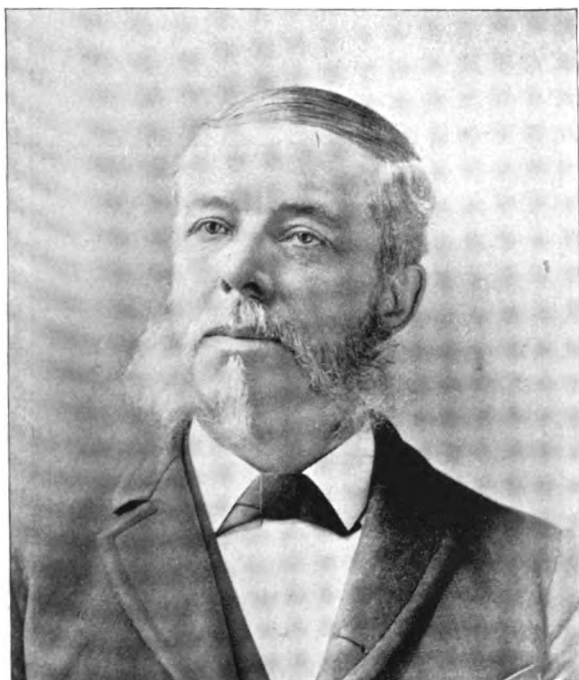
ments, one being a method of teaching addition and subtraction in the primary grades, and called by him the "Tens Method," published by Dr. John Mickleborough, and called the "Peaslee Method." Mr. Peaslee also started the system of ruling slates and paper, thus requiring the pupils to do neat work and inculcating habits of carefulness that did not formerly prevail in school work. He was a strong advocate of moral instruction, and his "Memory Gems" were extensively taught. Pupils committed to memory these quotations and short poems, and on stated occasions they were recited in class rooms and in public. In this connection Mr. Peaslee inaugurated the celebration of authors' birthdays and the celebration of Arbor Day, by planting and dedicating trees, by the pupils, in honor and memory of American authors.

On October 18, 1889, the American Forestry Congress planted near Agricultural Hall, in Fairmount Park, Philadelphia, an oak tree, and dedicated it to Mr. Peaslee, "in recognition of his distinguished services in promoting the cause of popular forestry, and especially in introducing the celebration of Arbor Day by the public schools of Cincinnati, and thereafter of the country." (From the resolution passed by the congress.) The "Peaslee Oak" is one of five planted and dedicated at that meeting.

*Publications.*—First. A book containing gems of literature for young and old, entitled "Graded Selections for Memorizing, Adapted for Use at Home and in School," published by the American Book Company.

Second. A pamphlet of 64 pages, entitled "Trees and Tree-planting, with Exercises and Directions for the Celebration of Arbor Day," published in 1883 by the United States Government.

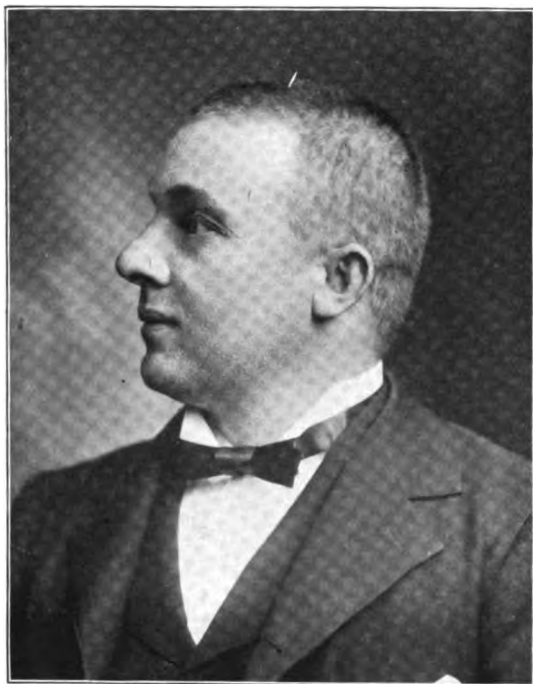
Third. An address, "School Celebration of Arbor Day," delivered before the Superintendents' Section of



**WILLIAM STRUNK,**

**Attorney-at-law; former principal of 12th Dist. and 2d Int.; six years school examiner; two years Public Library trustee, one as president; four years member Board of Education; eight years director University of Cincinnati. Identified with Cincinnati schools as teacher 14 years, as official 20 years.**

**(70A)**



**GEORGE BARDES.**

**Member Board of Education 1893 to 1900. Through Mr. Bardes' efforts the Webster School was erected, 1897-8. He also secured the Christian Moerlein Library for the same school.**

(70B)

the National Educational Association at Washington, D. C., in 1884, also published by the Government.

Fourth. An address, "Moral and Literary Training in Public Schools," delivered before the National



WEBSTER SCHOOL,

Named after Noah Webster, located at Findlay and Bremen; erected 1898; cost, \$63,260; 18 rooms, seats 1,000 pupils; George F. Braun, Principal; Dr. Charles A. Stammel, Trustee.

Educational Association at its meeting in Atlanta, Ga., in 1881.

Fifth. An address, "German Instruction in Public Schools, and Its Helpful Influence on Public School Education," delivered before the National German-

American Teachers' Association at Chicago in 1889, and published by that body.

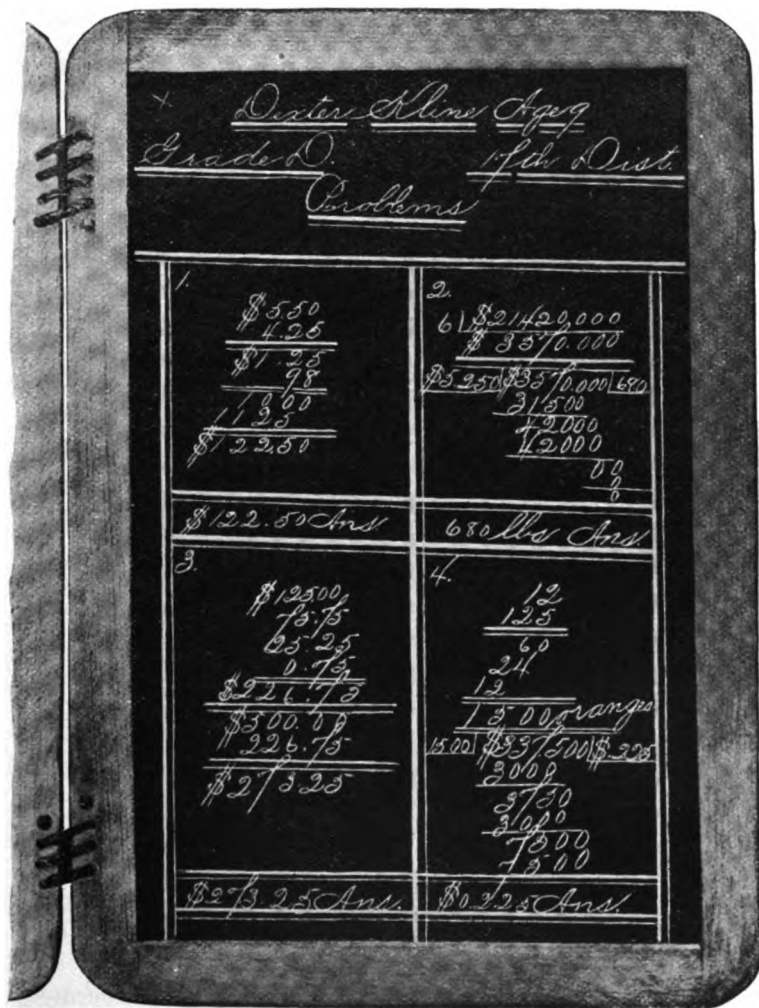
Sixth. "Thoughts and Experiences In and Out of School" (1900), a book of 400 pages of great literary value.

Seventh. An address, "History of the Introduction of German Methods in the Public Schools of Ohio," delivered in the German language before the Ohio German Teachers' Association at Sandusky, in 1895; and twelve annual reports of the Cincinnati Public Schools.

Eighth. A volume, "Occasional Verses and Sacred Songs" (in press, 1902). Besides the above, he has written many articles for educational journals and the public press, and delivered numerous lectures on American authors and literature, and on forestry, etc.

Mr. Peaslee is director of the University of Cincinnati, trustee of Woodward High School Funds, and member of the Union Board of High Schools; was for nine years trustee of Miami University, Oxford, O.; for three years trustee of Wilberforce University, Wilberforce, O.; for twenty years a director of the Ohio Humane Society; is life member of the National Council of Education; life member of the National Educational Association, and ex-president of one of its departments; an honorary life member of the National German-American Teachers' Association; also honorary life member of the Ohio German Teachers' Association; is a member of the German Literary Club of Cincinnati; treasurer of the Cincinnati Free German Kindergarten Association; president of the Ohio State Forestry Bureau; an ex-member of the Cincinnati Chamber of Commerce, and in 1890 a delegate from the same to the National Board of Trade.

Mr. Peaslee is a thirty-second degree Mason; Past



# SAMPLE WORK IN ARITHMETIC

Superintendent John B. Peaslee Inaugurated This System  
of Slate Work Early in His Administration.

'73)

Eminent Commander of Hanselmann Commandery, No. 16, Knights Templar; Past Master of Lafayette Lodge, No. 81, F. and A. M., the lodge of which General Lafayette was created an honorary member, and whose by-laws he signed in person, May 19, 1825; Past Noble Grand of Magnolia Lodge, No. 83, I. O. O. F.; charter member and Past Chancellor Douglass Lodge, No. 16, Knights of Pythias; an associate member of E. F. Noyes and R. L. McCook Post, No. 30, G. A. R.; secretary of the New England Society of Cincinnati; and a member and ex-president of Dartmouth Alumni Association, also of the Zeta Psi Greek Fraternity.

In 1888, and again in 1891, Mr. Peaslee was elected, for the term of three years each, clerk of the courts of Hamilton County, Ohio. In 1895 he was candidate for lieutenant-governor of Ohio, on the ticket with Ex-Governor James E. Campbell, and in 1900 he was the Democratic candidate for Congress, First District of Ohio.

April 25, 1878, he married Miss Lew Wright, the daughter of the late Joseph F. Wright, and great-granddaughter, on her mother's side, of General John S. Gano, of the War of 1812, one of the first thirty-three settlers of Cincinnati. On the occasion of his marriage he was presented by his fraters of Hanselmann Commandery, Knights Templar—who attended in a body in full uniform, and formed an "arch of steel," under which the bridal party marched from the carriages to the altar—with one of the most beautiful and elaborate jewels ever manufactured in America.

Mrs. Peaslee died July 18, 1894. She was a charming character, a lady of refinement and culture, one of the most popular women in Cincinnati. She was associate commissioner of the Centennial Exposition of Cincinnati in 1888. Mrs. Peaslee was one of the organizers and a

director for years of the English Free Kindergarten Association; and while she was deeply interested in humane work, she was at the same time a patron of literature, art, and music.

Recognizing the importance of correct pronunciation, Mr. Peaslee introduced, both in the Cincinnati and in the



THE LATE H. H. MITHOEFER,  
Member Board of Education, 1884 to 1897,  
also Member Public Library Board.

State Board of Examiners for Teachers, *orthoepey* as a *distinct branch of study*, upon which candidates for teachers' certificates are required to be examined. This important innovation has been largely followed by city and county boards of examiners, and, as a gratifying



result, there has been a vast improvement in the pronunciation of both teachers and scholars in the Ohio schools. In this connection he advocated the introduction of the diacritical marks into our readers, which has been accomplished.

*Degrees.*—In 1863 Dartmouth College conferred upon Mr. Peaslee the degree of Bachelor of Arts, and in 1866 that of Master of Arts; in 1866 Cincinnati College, at his graduation from the Law Department, the degree of Bachelor of Laws; in 1879 the Ohio State University, the degree of Doctor of Philosophy; and in 1869 the University of Turin, Italy, sent Mr. Peaslee a diploma of life-membership of that renowned institution of learning, in recognition of the excellence of the Cincinnati school exhibit at the Paris Exposition of 1878. Mr. Peaslee's degrees are therefore: A. B., A. M., L. L. B., and Ph. D. At 45 Mr. Peaslee began the study of German, and speaks the language with fluency.

In 1883 the educational commission appointed by the French Government to examine the various questions connected with teaching in the United States, reported to the Minister of Public Instruction:

“At Cincinnati, the children are intelligent, amiable, cheerful, natural, and properly disciplined. The methods and aims which regulate the teaching in the different branches give value, force, and very great attraction to the studies. It seems that here, more than anywhere else, *instruction* is considered a *means* of which *education* is the end. Hence the teaching is so directed as to elevate the mind and produce a moral progress.

“The time given to reading and literary exercises is very considerable. The pupils of all the schools take part in this kind of work, according to their capacity; and in the upper classes they are sufficiently familiar with the

A Grade, Eighth Year  
Spelling      Copy & Copy      Dict. Dict.  
Commence      April, 1877

Our supplications having been  
spurned we now scorn reconciliation.

I was reconciled to the inconvenience  
when I realize the necessity of staying.

Soon will be heard the clash of resour-  
ding arms, as a war seems inevitable between  
Russia and Turkey.

Calumniator	Cashed
Solicitously	Joyousness
Dissimulation	Philosopher
Adoption	Sermonist
Modeled	Threatened
Ecstasy	Privilege
Parliament	Oratinal
Omnipotence	Gracious
Involuntary	Vigilant
Remonstrated	Additional
Violence	Obtrusive
Great Britain	Bunch

#### A MODEL SPELLING EXERCISE

Another Sample of Fine Slate Work Begun During  
Mr. Peaslee's Term of Office.

(77)

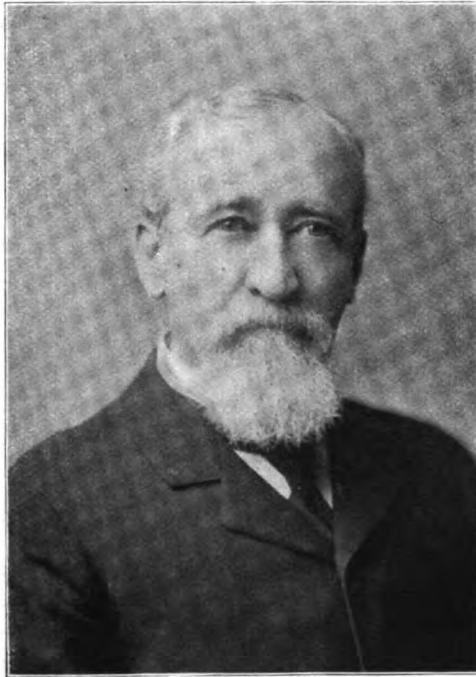
great writers to make quotations from their principal works, and they are able to recite from memory many fine passages from the English and American poets. One may see on the blackboards entire pieces written by the scholars. They are never unprepared. One may demand from them with confidence pieces from Longfellow, Bryant, or Shakespeare. The pupils take in these literary recreations a very lively interest, which everything else contributes to increase and develop.

“The superintendent has recently introduced into the schools the celebration of the birthdays of the great men who have made their country famous—useful citizens, poets, statesmen. These festivals, which occur sufficiently often, are genuine tournaments, for which the pupils who are to figure in them prepare themselves in advance, and here they recite, with talent and almost without pretension, choice pieces from the works of the person whose memory they that day honor. These reunions, which have the character of family festivals, are also, to the authorities who preside, the occasion for approving and encouraging words addressed to teachers and pupils, all of whom contribute by their zeal and devotion to these happy results.”

As superintendent, Mr. Peaslee revolutionized the methods of teaching history, physics, and so called object lessons, by discarding the *memoriter* plan and the percentage system, etc. He also secured a shortening of the hours in the lower grades.

On April 27, 1882, under the direction of the superintendent, and as a part of the general civic Memorial Day, the school children planted “Authors’ Grove,” a plat of ground six acres in extent, in Eden Park. A vast number of beautiful trees, each dedicated to some distinguished writer, were planted; and granite

tablets, with the names of the several authors, were afterwards placed near the trees. The visitor to Eden Park will now find "Authors' Grove" one of the most delightful portions of the place. The resolution for a general Arbor Day had been adopted by the Ohio legis-



JOHN C. HEYWOOD,

Principal Sixteenth District School, 1888-1902.

lature on March 18th previous, and Governor Foster had designated the 27th as "Arbor Day." The Board of Education unanimously voted to dismiss the schools for two days, the 27th and 28th. The six acres were set

apart by the Board of Public Works, and Mr. Peaslee spent the greater part of two weeks in Eden Park preparing the grounds and planting the trees previous to Arbor Day.

That the part taken by the pupils in the actual planting may not be misunderstood, it should be stated here that the trees were set out by experienced tree-planters previous to "Arbor Day," as before indicated, and that the pupils imitated the planting by filling around the trees soil left in heaps for this purpose.

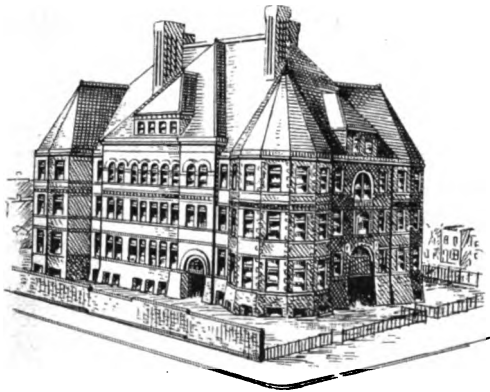
Battle Grove on this occasion was in charge of Colonel A. E. Jones. The west half of this grove consists of oaks, which the Colonel previously brought from Valley Forge and planted, and which he dedicated on "Arbor Day" to the heroes of the campaign of 1777.

It is a remarkable coincidence that the great poet and philosopher, Ralph Waldo Emerson, died on April 27, 1882, at the time the students of Hughes High School, under the direction of their principal, E. W. Coy, were planting a group of sugar maples and an elm tree in his honor.

This fact is mentioned by Rev. Moncure D. Conway in the preface to his life of Emerson.

John D. Philbrick, superintendent of the public schools of Boston, Mass., in his semi-annual report to the board of education of that city, March, 1877, in speaking of the Cincinnati schools, says: "Every child, from first day of entering school, is taught to rule his slate with the utmost accuracy, and, for this purpose, is furnished with a thin, narrow rule. In all figuring, and in all written exercises, whether on slate or paper, the pupils are required to make their work as presentable as possible; the utmost order and neatness of arrangement are constantly aimed at."

So beautiful is the slate work of the Cincinnati schools, that one writer says it looks like engraving on stone. Dr. Bicknell, after examining the work of the children in several of the district schools, said, referring to the remarkable uniformity in the beauty of the execution, that it showed the most astonishing results he had ever seen in school work.



THIRTIETH DISTRICT SCHOOL,

Corner Warner and Guy Streets; erected 1890;  
cost \$74,987; 18 rooms, seats 1,100 pupils;  
F. M. Youmans, Principal; William  
Fahrenbruck, Trustee.

The editor of the *Common School and Iowa Journal of Education*, in an article on the educational exhibit at the Centennial Exposition at Philadelphia, in 1876, says :  
“ We give our special attention to Cincinnati, feeling quite assured that its showing is the most perfect, all things considered, of any city represented. Commencing at the beginning, we find beautiful specimens of slate work,

in writing, drawing, spelling, and arithmetic, from the lowest grades, and all arranged neatly and carefully in forms, which in themselves are good grounds for discipline in accurate habits of thought and work."

Of the exhibit of the Cincinnati Public Schools at the Paris Exposition of 1878, Dr. Philbrick, who had been for twenty-five years superintendent of the Boston, (Mass.,) Public Schools, and was United States Commissioner of Education to the Vienna, our own Centennial, and the Paris Exposition, said: "No other exhibit of scholars' work equal to that of Cincinnati was ever made in the known world."

In the "History of Cincinnati," Dr. W. H. Venable says:

"Dr. Peaslee accomplished a distinguished and important service for the schools in the way of literary stimulation. He introduced books to children, and children to books. Authors and publishers owe him a debt of gratitude.

"Mr. Peaslee's ideas of literature differed from the old school. He contended that the study of literature should not begin, as was the old custom, with Chaucer in the high schools, but with our American authors in the district schools; that our children should be taught at an early age the love of reading good books; that the only effectual way to keep the youth of our country from reading the pernicious dime novel is to *interest* them in good literature and its authors. It is gratifying to know that this great literary movement has revolutionized the public schools of our country in regard to literature, so that to-day the demand for books by the schools, apart from the regular text-books, is so great that a half dozen firms are publishing long lists of such works for school youth, and our great American authors find loving place in millions of

youthful minds and hearts that would otherwise know little or nothing of them.

“The beginning of this literary movement dates from the introduction of ‘Peaslee’s Gems’ as a part of the course of education. These gems are choice passages in prose and verse, to be learned by heart and recited by the pupil as a basis of further literary study. It is claimed that Dr. Peaslee was the first in this country to introduce into the schools a systematic and graded course of such selections from English literature.”

Mr. Peaslee’s farewell to the schools, taken from his last annual report (1886-87):

“In concluding this, my twelfth and last annual

report of the condition and progress of the Cincinnati Public Schools, I wish to express to all past and present members of the Board of Education, who have upheld and sustained me in my work, to principals and teachers, who have so fully and effectively co-operated with me in my earnest endeavors to improve the school system of this



JOSEPH B. FORAKER,

A Board Member at “Sharpsburg,”  
now Norwood, in the Seventies.



city and to keep it in the forefront of American systems, my heartfelt gratitude, for, without such support and co-operation, little could have been accomplished. But now, in reviewing my twelve years' superintendency of the Cincinnati Public Schools, I take pride in the fact that it has been characterized by shortened hours of tuition; by lengthened certificates for teachers; by the impulse given to beautifying school-rooms with the portraits of the great and good in history and literature, and with other pictures; by the greatly-lessened pressure of the percentage system; by the development of the 'Cincinnati Method' of teaching primary arithmetic, now pursued in many schools of the country; by the introduction of a systematic course of moral, humane, and literary training, through 'Memory Gems,' including in its scope the inauguration of authorial celebrations and the celebration of 'Arbor Day,' or memorial tree-planting; and by the remarkable neatness and beauty of execution of pupils' work on slate and paper, accomplished largely through the introduction of the systematic and attractive forms daily ruled by the scholars with pen and pencil.

"It has been my earnest endeavor to make character-building, in its best sense, the great object of my administration, and hence the question, what would make our pupils nobler and more useful men and women, and not what would produce the highest per cents, has been the test of all measures and changes advocated or adopted by me.

"I now take leave of trustees, principals, teachers, and pupils, in the sincere desire that the Public Schools of Cincinnati, under the guidance of my distinguished successor, will be brought to a still higher state of excellence and of usefulness.

"Respectfully submitted,

JOHN B. PEASLEE,

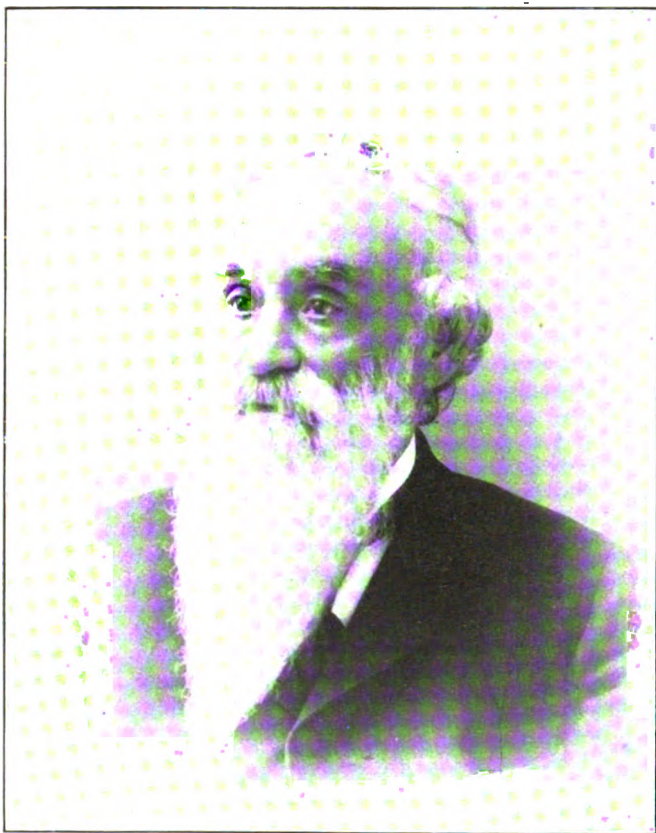
*Superintendent of Schools."*

## CHAPTER VII.

## SUPERINTENDENTS.

ISAAC JACKSON ALLEN, superintendent of schools from August 30, 1858, to July 2, 1861, is the oldest living superintendent, having on January 21st of this year (1902) passed the eighty-eighth mile stone in the journey of life. Mr. Allen was born at Morristown, N. J., January 21, 1814, and emigrated to Ohio when an infant of three months, and for this long period has been identified with the history of this State. He is the great-grandson of Job Allen I, who lived and died in New Jersey, a subject of Great Britain before the War of the Revolution, and a grandson of Job Allen II, an officer in the New Jersey line in the Revolutionary War, and a son of Job Allen III, who emigrated to the then wilderness of Ohio, leaving New Jersey in 1814.

Mr. Allen graduated from Kenyon College, Gambier, O., under the presidency of Bishop McIlvain. He then took up the study of medicine, in which he graduated; but finding the practice of medicine distasteful, he took up the study of law in the office of Mr. Henry B. Curtis, a distinguished lawyer in Mount Vernon, O. After two years' study he was admitted to the bar of the State Courts, and soon afterward to the bar of the United States Courts, the oath of office being administered by Judge John McLean, of the United States Supreme Court. On Mr. Allen's admission to the bar, his preceptor, Mr. H. B. Curtis, proposed a partnership in law practice, Mr. Allen to take charge of a branch office in the adjoining county at Mansfield, Richland County, O. And here he began his career as a lawyer.



**ISAAC J ALLEN,**  
Superintendent from August 30, 1858, to July 2, 1861. Still living  
at Morristown, N. J. Picture Taken at Age of Eighty-seven.

(80)

He was married on August 11, 1841, to Susan, daughter of Judge Peter B. Brown, of Newfoundland, N. J. Of this union there were three children, Theodore, Arthur, and Caradora.

In politics, Mr. Allen was a Whig, and he took an active part in the political campaigns of those days. He was elected mayor of Mansfield, serving one term, and declined a re-election. He was frequently nominated for office by the Whig Party, once for states attorney and twice for senator. He always ran ahead of the Whig ticket, but could not overcome the standing majority of the Democratic Party, which in those days had a strong hold in the State of Ohio. By selection of the bar and appointment he served one term as Judge of the Court of Common Pleas of Richland County.

In 1853 Nelson Barrere, a pro-slavery Whig, was nominated for governor of the State of Ohio, and Mr. Allen, an anti-slavery Whig, was nominated for lieutenant governor. At the election that year Mr. Barrere, the head of the ticket, was beaten by a majority of more than thirty thousand votes, while Mr. Allen was defeated by the narrow margin of twenty-seven hundred votes.

Shortly after this campaign Mr. Allen accepted the presidency of Farmers' College, near Cincinnati, and joined the college faculty in 1854, where he remained four years. The catalogue of the year preceding his first term showed an enrollment of less than one hundred, while the catalogue of the last year of his administration showed an enrollment of more than four hundred students.

Mr. Allen was then offered the professorship of law and English literature in Kenyon College, his Alma Mater, but this he declined, to enter upon the practice of law in Cincinnati. Soon after taking up his residence in this city he was elected a member of the School Board. Mr.

Rufus King, one of Mr. Allen's college mates, was president of the Board, and Mr. Allen was elected vice-president. At the close of his term Mr. Allen was elected superintendent of the schools, but declined to accept. At the next meeting he was persuaded to reconsider his declination; and, accepting the position, he served for three years.



ROBERT ALLISON,  
Member Board of Education  
in 1864.

Meanwhile the Civil War had broken out, and in 1861 Mr. Allen purchased an interest in the *Ohio State Journal*, the leading Republican newspaper, published at the capital of the State, and became editor-in-chief of this stalwart Republican journal, occupying the editorial chair during the four stormy years of the great war. During these four years of turmoil and strife, President Lincoln offered Mr. Allen several positions of honor, but all were de-

clined, as the editorial control of a great newspaper was considered more desirable. But, as the end of the war came into view, President Lincoln offered Mr. Allen the appointment of United States consul at the great British port of Hong Kong, in Southern China, and this appointment was accepted, the commission being one of the last signed by Mr. Lincoln.

Mr. Allen spent several years as consul at Hong Kong. While there he traveled much in China, and after several years' absence returned home by way of Japan.

He had gone to China by sailing vessel and returned by steam, and it may here be recorded that on the first day of January, 1869, Mr. Allen, in his official capacity, had the honor of receiving the first vessel that ever crossed the Pacific Ocean by steam, this being the Pacific Mail Liner "Colorado," thirty days from San Francisco, and she bore the United States flag.

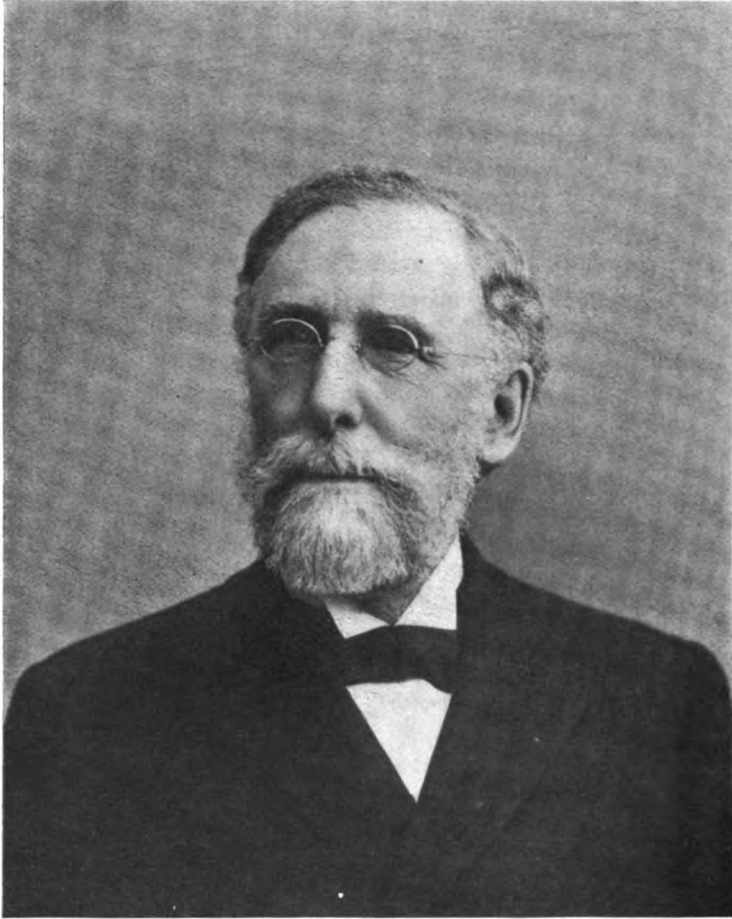
In 1870 Mr. Allen returned to Cincinnati, making his home in Avondale until 1886, when he removed to New Jersey, his home now being at Morristown, this being the scene of his birth, and to which place he has returned after an absence of eighty-eight years. Though having lived far beyond the biblical allotment of three score years and ten, Mr. Allen remains in excellent health, both physical and mental, and by no means lives in the past, but marches in the front rank in all the events of to-day.

## CHAPTER VIII.

### SUPERINTENDENTS.

EMERSON ELBRIDGE WHITE, A. M., LL. D., was born in Mantua, Portage County, Ohio, and spent his boyhood on the farm. His father, Jonas White, was a descendant of Capt. Thomas White, who settled in Weymouth, Mass., as early as 1632, and whose father was a member of the Long Parliament, England.

He received his early education in country schools, but at sixteen entered the Twinsburg Academy, where he prepared for college, teaching in the academy and two winter district schools to pay his expenses. He also took



**DR. E. E. WHITE,**  
**Superintendent of Schools, Elected May 24, 1886, Assumed Office**  
**August 15, 1886, Retired August 11, 1889.**

(100)

charge of the academy at Mt. Union, O., now Mt. Union College, one year.

He entered the Cleveland University and took extra work as instructor in mathematics. Early in his senior year he was induced to take charge of a Cleveland grammar school for two months, in place of the principal, who was ill. Suspending his studies for the time, he undertook the double work of teaching a large city school, and also two university classes in mathematics out of school hours. At the close of this service he was appointed principal of a new grammar school to be opened in February. He had planned to begin the study of law on graduating from the University, but, needing money, he accepted the position. At the close of the third year he resigned, but was at once appointed principal of the Central High School at an increased salary. He gave up the study of law and continued school work. It was in the Cleveland schools that Mr. White won his spurs as a superior teacher.

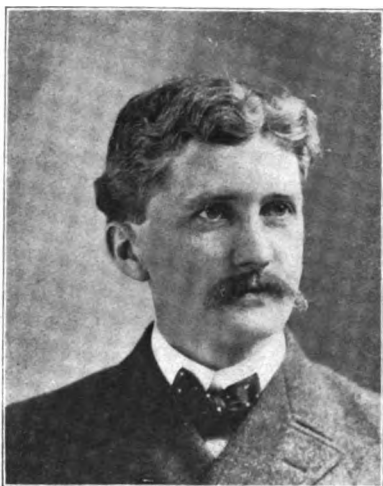
In 1856 he resigned his position in the Cleveland High School to accept the superintendency of the Public Schools of Portsmouth, O., a position which he filled with eminent ability and success. He introduced reforms in teaching years in advance of prevailing methods.

In 1861 he removed to Columbus to take charge of the *Ohio Educational Monthly*, which he purchased. He conducted this journal for fifteen years, making it the leading educational journal in the country. In 1870 he published a national edition of the *Monthly*, with the title of the *National Teacher*.

In 1863 Mr. White was honored by an appointment as State Commissioner of Common Schools of Ohio, and in that position he was instrumental in securing important legislation for the improvement of the schools, the



more notable measures being the law which created the existing institute system of Ohio, the law creating the State Board of Examiners, and the provision requiring all teachers to possess an adequate knowledge of the theory and practice of teaching. In 1865 he prepared a codified edition of the school law, with opinions, directions, etc.,



FRED W. DEARNESS,  
Principal Twelfth District School  
since September, 1901.

the whole constituting a valuable manual for school officers. His last service was the submission to the General Assembly of a special report (authorized by the previous Assembly by a joint resolution), recommending a plan of organizing needed normal training for the teachers of the State. Possibly with one exception he was the youngest man who has been called to this important position. He retired from the office in 1866, and

the succeeding ten years he spent in conducting his two educational journals.

In 1876 Dr. White was called to the presidency of Purdue University, Lafayette, Ind., bringing to the position unusual qualifications and resources. He laid the foundations of the young institution on an original plan, and so wisely that no essential change has since been made. The institution has grown like a tree, putting

out new branches. He continued in this position for over seven years, during which the number of students increased over sevenfold.

He resigned in 1883 and removed to Cincinnati, to engage in literary work, and he was thus employed when elected in 1886 superintendent of the Cincinnati schools. Dr. White introduced reforms in instruction and management of the most beneficial character (changes that attracted the attention of the country). At the close of his first term of service he was unanimously re-elected, and his salary raised from \$3,500 to \$4,500 a year. He retired from the position in 1889, and has since been engaged in literary work.

Dr. White has been the instructor and lecturer on psychology and pedagogy in several of the leading summer schools in the country, has been called to instruct teachers in scores of cities, and is increasingly in demand as an instructor in teachers' institutes and other associations. No educator in the country has a higher reputation as a lecturer on education, and he has few superiors as a platform orator, being often compared with Wendell Phillips.

Dr. White has been prominent for many years in State and National educational associations. He was president of the Ohio Teachers' Association in 1863; of the National Superintendents' Association in 1868; of the National Educational Association in 1872; and of the National Council of Education in 1884 and 1885. He has taken high rank as a writer on education, his papers and addresses before associations and conventions are noted for their great excellence.

Dr. White was early an author, his "Class Book of Geography" (now out of print) was published in 1853, the "Bryant and Straton Business Arithmetic," which he largely prepared in 1858, and his series of arithmetics

in 1870. He is now the author of a series of mathematics, his arithmetics having a wide and increasing use; a system of pedagogy, including the "Elements of Pedagogy," "School Management," and "The Art of Teaching," and other books. All of his books are regarded as standards.



AUGUST HERRMANN,  
Member Board of Education from  
1884 to 1887.

His arithmetics are now in use in this city.

In 1866 Dr. White read a paper before the National Superintendents' Association at Washington, advocating the establishment of a national bureau of education. The paper was adopted by the Association, and Dr. White was made chairman of a committee appointed to memorialize Congress on the subject. He prepared an able memorial, and at the request of

General Garfield framed the bill for the creation of the new department. Both the memorial and the bill were introduced into Congress by General Garfield, and the bill became the law under which the bureau has been administered.

Dr. White received the degree of A. M. from the Western Reserve University, and in 1876 the honorary degree of L. L. D. was conferred by the Indiana State University, and also by Marietta College, Ohio. He was married in 1853 to Mary Ann Sabin, of Hudson, O., by whom he had five children. He now resides in Columbus, O., still in the prime of his powers. His life has been a succession of high achievements and honors.

The late Superintendent W. H. Morgan, author of the "General Sketch of the School System," forming the first chapter of this work, was born in New York State in April, 1837. His parents were William G. and Eliza Garrard Morgan. They were poor people, and their children did not have the best of educational advantages. But William, the son, was studious and ambitious, and he managed to overcome all obstacles. The Morgans came West in 1840, when William was but three years of age. They settled near Marietta at first, but later came down the river to Cincinnati.

Here Mr. Morgan was raised. He was one of the first pupils of the Woodward High School, and was graduated from that school in 1856. He had learned the trade of nail-making, and followed that for a short while after leaving school. But during the first year following his graduation he was appointed a teacher. He taught until the breaking out of the war, when he resigned and enlisted in the service of the Union Army as a member of Graham Rifles. He saw much active service during the war, and was a corporal in Company E, One Hundred and Thirty-eighth Ohio Volunteer Infantry, when mustered out in 1864. He soon resumed teaching, but quit in 1866 to take a position as local agent for an insurance company. He followed this calling for eighteen years, serving in the Board of Education as a member during a

part of that time. He was first elected in 1876, and later was elected a member at large. He was elected superintendent of schools May 6, 1889, to succeed E. E. White, and took the position August 12th of that year. He held it through successive changes in the personnel of the Board until September 5, 1899. He was stricken with

paralysis at a Board meeting May 22, 1899.



FRED M. YOUNG,

Principal Thirtieth District School,  
1890-1902.

Mr. Morgan was married in 1858 to Miss Eliza Bushnell, a sister of Governor Asa Bushnell. He died January 6, 1900, aged 63.

The Board of Education met in special session and took cognizance of the death. Honorary pall bearers were appointed, and the schools were closed on the day of the funeral at eleven

o'clock. Flags on the buildings were a half mast for thirty days. The Board attended the funeral in a body, and interment was at Spring Grove. Mr. Morgan left a widow, one daughter, and two sons. Owing to interruption, all pupils were promoted without written examination, on the recommendation of the teachers.

Previous to this, written examination had prevailed for fifty per cent. of the pupils, the rest being known as "honor pupils."

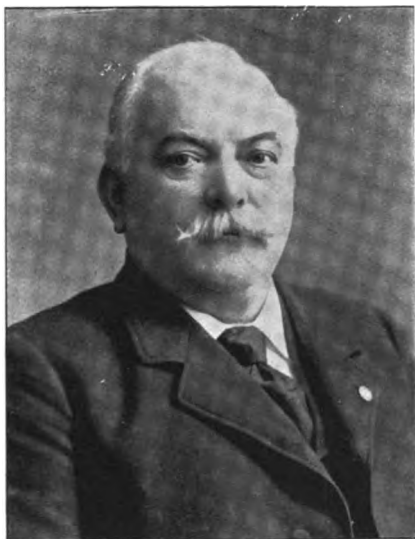
Mr. Morgan was a great believer in written work, and he was constantly having displays of "illustrated compositions" that caused considerable rivalry in his work. He was ably assisted by his heads of departments and especially by Miss Christine Sullivan, superintendent of drawing. Miss Sullivan was an untiring worker, and much of Mr. Morgan's success can be rightfully credited to her. Mr. Morgan, as will be seen on examination of the table on superintendents, held office over ten years, he being exceeded only by Mr. Peaslee in length of term. At the time of his misfortune the superintendent had only been re-elected two weeks for a term of two years.

## CHAPTER IX.

### SUPERINTENDENTS.

THE present superintendent, Richard Gause Boone, was born September 9, 1849, at Spiceland, Ind. He is of Quaker descent and received his early schooling at the academy in his native village. Later, after several years of experience in teaching, he pursued special studies in psychology and educational science in the Johns Hopkins University. He received the degree of A. M. from DePauw University, and that of Ph. D. from Ohio University. Having begun teaching at the early age of seventeen, Dr. Boone, in the course of twenty-five years

has held positions in schools of every grade, from the country district through village and city graded high schools, normal school, and the university, an experience of inestimable value to a man who has been at the head of institutions for many years.



W. J. O'NEIL,  
President Board of Education  
from 1875 to 1877.

In 1886, while holding the position as superintendent of city schools in Frankfort, Ind., Dr. Boone received the appointment as professor of pedagogics in the Indiana State University at Bloomington. This University has been known throughout the country for the strength of its courses, the thoroughness of its scholarship, and the care exercised in the selection of its teaching force.

Nearly all of its chairs were filled by specialists of reputation in their respective lines—the president of Leland Stanford Jr. University, professors in Harvard and other leading universities have been chosen from among its faculty—at the time when he was called to the University.

Dr. Boone had made an enviable reputation among leading educators of the country—a reputation extending far beyond the limits of his native State. He is well known by his contributions to educational journals and by his courses of professional lectures in Indiana, Ohio, Michigan, Illinois, Pennsylvania, New York, West Virginia, Arkansas, Kentucky, and Texas.

Dr. Boone was called to Michigan as president of the State Normal College in 1893. He remained there for six years, bringing the institution up to a higher standard of excellence than it had ever before attained. His influence was felt throughout the State in a very forceful way. While thus doing great service to the cause of education as a practical worker, and displaying great interest and activity in the spreading of sound pedagogical ideas throughout the country, Dr. Boone was too much of a student and scholar to lose sight of the importance of thorough professional learning as the only true basis of successful practice of the profession.

Besides steadily pursuing those psychological studies so indispensable to the educator, he felt early drawn toward the historical side of educational knowledge, feeling, like every true scholar, the want of an acquaintance with the work of others, in the past and present, in his own chosen field, for it has been truly said by a world-famous educator: "The science of pedagogy without the history of pedagogy is like a house without a foundation." The history itself is the greatest science. Confining himself in his historical studies at first to the comparatively narrow field of the educational development of a single State, he soon after commenced the preparatory studies for an undertaking of wider scope and greater scientific importance, an account of the original development and actual status of education in this country. From a vast





**RICHARD G. BOONE,**  
**Elected Superintendent of Schools**  
(100) **September 5, 1899.**

amount of material largely in a chaotic state, to be found only in public documents and dusty files of many libraries, the author of "Education in the United States" has succeeded in composing a volume which in a very short time has won the highest praise of the profession and the press—the first noteworthy attempt at a general history of education in the United States, an honor to American learning, a work involving much patience and trying labor, and evincing strong powers of judgment and reasoning. The results of his earlier studies ("Education in Indiana") were published at a later date. Dr. Boone was appointed superintendent of the Cincinnati schools September 5, 1899, where he is at the present time, earnestly laboring for the good of the educational cause. Since coming to Cincinnati he has been chosen editor of *Education*, published in Boston, one of the oldest and best-known magazines in the United States, and no doubt from time to time his educational doctrines will be declared from its pages.

Dr. Boone is a man in whom is exemplified in a rare degree the ancient saying, "*Mens sana in corpore sano.*" He is a man in whom love of study goes hand in hand with love of educational work, a combination not very frequent with scholars.

## CHAPTER X.

### BOARD OF EXAMINERS.

Otto J. Renner.

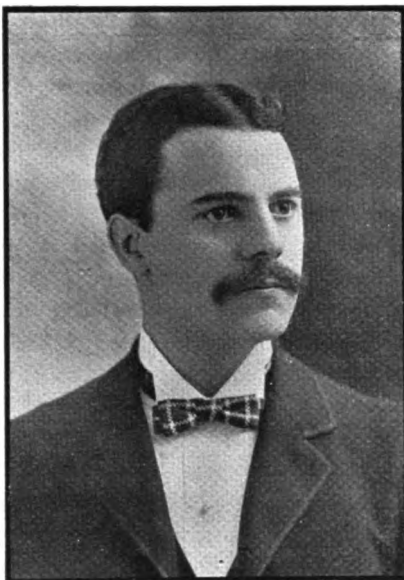
THE Cincinnati Board of Teachers' Examiners at the present time is R. G. Boone, D. F. Cash, Henry Danziger, O. J. Renner, Dr. R. H. Whallon, and F. H. Williams; Dr. Boone, president, and O. J. Renner, clerk.

Superintendents.	Elected by the People.	Elected by the Board.	Took Hold.	Retired.	Term of Office.	Salary.
1. Nathan Guilford.....	April, 1880.	.....	April 24, 1880.	June 30, 1882.	2 yrs, 2 m. 6d.	\$800.
2. Joseph Merrill.....	April, 1882.	.....	July 1, 1882.	July 1, 1883.	One year.	\$600.
Henry A. Barnard.....	.....	Oct. 11, 1883.	Declined the position Dec. 27, 1883.	.....	.....	.....
3. Andrew J. Rickoff.....	.....	Feb. 6, 1884.	April, 1884.	June 30, 1888.	4 yrs, 3 m.	\$1,200, raised to \$1,500.
4. Isaac J. Allen.....	.....	Aug. 23, 1888.	Aug. 30, 1888.	July 2, 1891.	2 yrs, 10 m. 2 d.	\$1,750.
5. Lyman Harding.....	.....	July 2, 1891.	July 8, 1891.	July 2, 1897.	5 yrs, 11 m. 24 d.	\$1,500, raised to \$8 per day.
Andrew J. Rickoff.....	.....	July 2, 1897.	Declined the position in July.	.....	.....	Was offered \$3,500.
6. John Hancock.....	.....	Sept. 9, 1897.	At once.	June 30, 1874.	6 yrs, 9 m. 21 d.	\$3,500.
7. John B. Peaslee.....	.....	June 15, 1874.	July 1, 1874.	Aug. 15, 1886.	12 yrs, 1 m. 15 d.	\$3,500.
8. Emerson E. White.....	.....	May 24, 1886.	Aug. 15, 1886.	Aug. 11, 1889.	3 school years.	\$3,500 to \$4,500 + \$200 as examiner.
9. William H. Morgan.....	.....	May 6, 1889.	Aug. 12, 1889.	Sept. 5, 1899.	10 yrs, 23 d.	\$4,500 + \$200 as examiner.
10. Richard G. Boone.....	.....	Sept. 5, 1899.	At once.	Still in office.	.....	\$4,500 + \$200 as examiner.

All members are appointed by the Board of Education, and at least two must have had two years' practical experience in teaching, and all shall be competent for the position and residents of the city. The term of office is three years, but the Board of Education has also the right to revoke any appointment upon satisfactory proof that the appointee is inefficient, negligent, or guilty of immoral conduct.

It is the duty of the Board of Examiners to determine the standard of qualification for the teachers and it may examine any school in the city when such examination is deemed necessary to determine the teachers' qualifications.

In order to secure a thorough examination of applicants in difficult branches or special studies, the Board is authorized to secure the assistance, temporarily, of persons of sufficient knowledge of such studies to perform the duty of examiner. Under the law the Board is required to hold not less than two meetings



OTTO J. RENNER,

Member Cincinnati Board of Teachers'  
Examiners Since 1892.

each year, and the examination of each applicant shall be in the presence of at least two members of the Board.

Each person who applies pays a fee of fifty cents, which goes to support the Teachers' Institute. The Board may grant certificates for one, two, and three years, which shall be signed by the president, and attested by the clerk, and shall be valid in the city. The examiners may grant certificates for five years to such applicants as, in addition to the necessary qualifications, have been for three years next preceding their application engaged in teaching, eighteen months of which experience shall have been in one place, and such certificate for five years shall be renewable upon the same conditions, but without examination, at the discretion of the Board.

Until recently the teachers' term of office depended entirely upon the superintendent, who had the power to appoint all of the teachers; and when, for any reason, the superintendent did not see fit to reappoint a teacher, the teacher was without remedy, and thereafter without a position. To overcome this condition of affairs the legislature recently passed a law to the effect that, where a teacher has taught a certain number of years, the teacher cannot be removed except upon written charges filed and a hearing had, and with the approval of a majority of the members of the Board of Education. This law made the position of the teacher a permanent one, except that it still left in the Board of Examiners the power to decline to renew the certificate, and this still left the position of the teacher uncertain. To overcome this, the legislature of 1900 passed a law authorizing the examiners to grant permanent certificates, valid for life within the city, conditioned upon the applicant therefor having had fifty months' successful experience in teaching, at least thirty of which shall have been in Cincinnati; and in addition

to the regular subjects, the applicant shall give evidence of satisfactory knowledge of the history of education, science of education, and psychology. In accordance with this law, life certificates are being issued.



E. R. MONFORT,

Member Board of Education, April, 1892, to April, 1899;  
President, 1896 to 1899.

The Board holds five meetings, the first beginning on the third Thursday in September, the second on the second Thursday in November, the third on the second Thursday in January, the fourth on the second Thursday

in March, and the fifth on the second Thursday in May, and the applicants are examined in the session room of the Board of Education, City Hall. The sessions begin at 8:30 A. M. and at 1:30 P. M. Schedules showing dates of examination in each subject can be obtained from the clerk of the superintendent of schools.

Applicants for principals' certificates are examined in the following branches:

- |                              |                         |
|------------------------------|-------------------------|
| 1. Theory and Practice.      | 12. Orthoepey.          |
| 2. Orthography.              | 13. Vocal Music.        |
| 3. Reading.                  | 14. Drawing.            |
| 4. Writing.                  | 15. General History.    |
| 5. Arithmetic, M. and W.     | 16. English Literature. |
| 6. Geography.                | 17. Physics.            |
| 7. English Grammar.          | 18. Chemistry.          |
| 8. English Composition.      | 19. Algebra.            |
| 9. U. S. History, Civil Gov. | 20. Geometry.           |
| 10. Physiology and Hygiene.  | 21. Astronomy.          |
| 11. Narcotics.               | 22. U. S. Constitution. |

Applicants for assistants' certificates are examined in the first seventeen of the above branches.

Applicants for high school certificates are examined in all of the above, and upon special request, in addition thereto, in Latin, Greek, German, or any other branch of study taught in the high schools.

Applicants for special certificates for French, music, drawing, penmanship, etc., are examined in the branch or branches which they expect to teach, and also in the first eleven branches named above.

The Board grants four grades of certificates in each class, the same being respectively valid for two years, three years, five years, and for life. The proficiency of the applicant, as determined by the examination, is esti-

mated on a scale of one to ten, ten being the maximum; and as a condition of receiving a certificate, an average standard of eight or more as thus determined will be required, and any applicant receiving less than eight in any one of the first eleven branches will be denied a certificate. Teachers in the high schools will be required to have a standing of nine or more in the branch or branches which they are teaching, or which they expect to teach. All applicants for examination, re-examination, or renewal of certificates must pay, at the time of making the application to the clerk of the Board, the fee of fifty cents as required by law. Applications must be made at least thirty days prior to the first day of examination. For their services, the examiners get a salary of \$200; that is, \$40 for each examination.

## CHAPTER XI.

### WALNUT HILLS HIGH SCHOOL.

W. H. Venable.

THE two excellent high schools which for nearly half a century supplied means of advanced secondary education to the ambitious youth of our city, becoming overcrowded and altogether inadequate to the cultural demands of greater Cincinnati, had to be supplemented by another institution of their class. The urgent necessity for establishing another high school was felt most pressing by citizens of that part of the city spreading northward to the hill-tops in the townships of Columbia and Mill Creek, and taking in the urban localities of Walnut Hills, Mount Auburn, Avondale, and Clifton.



As early as the year 1890, members of the Board of Education and of the Union Board of High Schools were practically considering proposals which led to the erection of a commodious and really magnificent new high school building, on a lot two hundred feet square, located on the corner of Burdett and Ashland Avenues, in the midst of a population desirous of the best educational advantages.



J. REMSEN BISHOP,  
Principal Walnut Hills High  
School, 1895 to 1902.

The school edifice, one of the finest public buildings in the city, admirably designed for the accommodation of a large school, was completed in the autumn of 1895, at a cost of \$120,503, the lot costing an additional \$24,000. The house contains sixteen light, airy recitation rooms, a specious assembly hall, a fine gymnasium, and a good chemical and physical laboratory, besides a general office, a small library

room, and various laboratories. The school was opened in September, 1895, with a corps of twenty teachers and an attendance of 684 pupils. The average annual enrollment of pupils for the succeeding four years has been 881. (The school has always been overcrowded.)

The building was formally dedicated on Friday, October 11, 1895, on which occasion the rooms were



**WALNUT HILLS HIGH SCHOOL,**  
**Corner Burdett and Ashland Avenues, W. H. ; Erected 1895 ; Cost \$120,503 ;**  
**16 Rooms, Seats 765 Pupils ; J. Remsen Bishop, Principal.**  
(104)

decorated with flags and bunting, and adorned with flowering plants and palms. A Citizens' Committee, comprising Messrs. William Rendigs, F. W. Coppock, Robt. J. Morgan, E. O. McCormick, Emil Pollock, Alfred Mack, and Louis Krohn, acting in co-operation with the local committee of the Union Board and the Building Committee, and all in harmony with suggestions of W. H. Morgan, superintendent of schools, managed the program of the day. Music was furnished by the Music Teachers' Orchestra, G. F. Junkermann, superintendent of music, conducting. Rev. Simon S. McChesney invoked the divine blessing. A short opening address was made by Mr. Mithoefer, chairman of the local committee. The keys were then delivered by J. E. Cormany, chairman of the Building Committee, to A. L. Herrlinger, president of the Board of Education, and by him passed on to Drausin Wulsin, of the local committee, with appropriate speeches by each of these three gentlemen. An address was then delivered by Superintendent Morgan of the public schools. His address was followed by the reading of a dedicatory poem, prepared for the occasion by W. H. Venable, teacher of English literature in the school. Next came the elaborate oration of the day, by Hon. John A. Caldwell, mayor of Cincinnati. The last exercise of the afternoon was a brief speech by J. R. Bishop, principal of the school, in response to a speech of Wm. Rendigs, presenting a flag to the cadets. It is worth while to mention, in this connection, that on no school day since the opening morning in September, 1895, have the cadets failed to raise the starry emblem on the tall staff in the front of the building, or else above the lofty roof.

The superintendent and the several school officers upon whom devolved the function of overseeing the affairs of the great school their energy had created, were equal

to the responsibility. The organization and equipment of the school were completed with more rapidity than was expected, so that within a very few weeks from the start (although on the opening day the desks were not ready for use) everything was in running order, and a zealous *esprit du corps* already manifested itself among the pupils.

The principal, Mr. John Remsen Bishop, a Harvard graduate—who in 1882-3 was teacher of Greek in St. Paul's School, Concord, N. H.; in 1884-7, principal of Princeton, Preparatory School; and from 1888 to 1895, instructor in Greek and Latin in Hughes High School—has strenuously labored to carry into successful operation, in the new field to



DENIS F. CASH,

Member Cincinnati Board of Teachers'  
Examiners Since 1892.

which his energies were assigned, the pedagogical theory and practice suggested by the following words from his own pen: "Who is it that said: 'Remember that your discipline must result in a self-governing being?'"

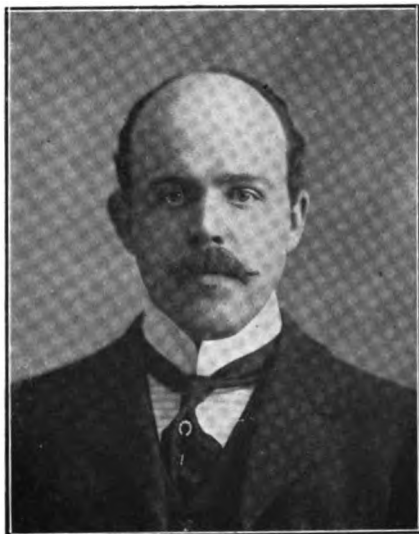
In conclusion, a brief account of the material equipment of the Walnut Hills High School. Though a fine building does not make an excellent school, it goes far to facilitate the work of the educator. The light, airy, cheerful recitation rooms of this school, most of which are decorated with artistic and appropriate pictures, are themselves silent teachers. The gymnasium is one of the most complete in the West. The laboratory, for practical work in chemistry and physics, is fitted up in accordance with modern requirements. The library, though not yet large, is growing steadily, and it contains a very choice collection of standard books in history, elementary science, literature, and especially in the Greek and Roman classics. There is also, on its shelves, a valuable series of works in German and in French. Add to all these a carefully suited assortment of cyclopedias, dictionaries, and other necessary reference books.

The school is supplied with a complete set of the best-made maps. A good lantern, with numerous stereopticon slides illustrating various branches of study, has been made useful by some of the teachers.

The school paper, a monthly called *The Gleam*, has been published since the beginning of the year 1896.

There has been an organized body of cadets maintained by the boys ever since the school was founded. The Athletic Committee, the "Gym Team," two associations to further the practice of football and other sports, have taken a sufficiently prominent part in competitive affairs to give the school a high reputation for systematic bodily training.

The Debating Society is of vast benefit to its members and is a credit to the school. This association was the first in Cincinnati to challenge and encounter in public discussion a rival body of its kind from another city.



**NICHOLAS LONGWORTH,**  
**Elected Member of Congress, Tuesday, No-**  
**vember 4, 1902. Member of the Board**  
**of Education from April 24, 1899,**  
**to January 15, 1900. At Pres-**  
**ent a State Senator.** [112A]



**WADE H. ELLIS,**  
**Hughes High School and Chickering Institute.**  
**Assistant Corporation Counsel. Author**  
**" Ellis' Annotated Ohio Muni-**  
**cipal Code " (1902).**

(112B)

## CHAPTER XII.

## SIGN SCHOOL FOR THE DEAF.

Carrie Fesenbeck.

THE Sign School for the Deaf was organized by the Board of Education in 1875, in the Second Intermediate building, with Robert P. McGregor as principal. It continued under his supervision till 1881, when Mr. McGregor resigned to accept a similar position in Colorado Springs. Alfred F. Wood then became principal, and Miss Carrie Fesenbeck assistant. In 1890 Mr. Wood was succeeded by his assistant, who is still in charge. At present there are ten pupils, varying in age from six to seventeen years. These are divided into different grades, and large classes can not be handled successfully. The school is known as the Sign School, but the methods employed are the manual, sign, and writing.

The manual is employed more freely than the sign, as it assists the children in language, which is always a very difficult subject for the deaf.

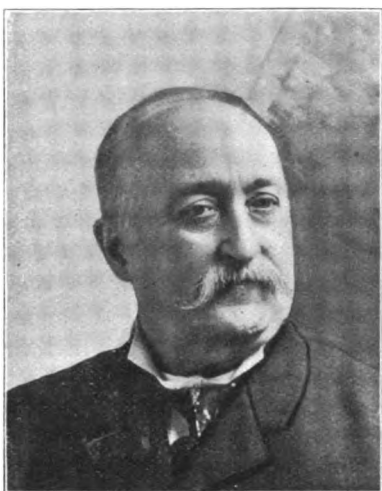
The school was supported by the Board of Education till 1880, when the legislature appropriated fourteen hundred dollars a year towards its support for some years. Now it is supported entirely by the State, the legislature appropriating one hundred and fifty dollars for each child attending. It is, however, under the direct supervision of the superintendent of public schools and Board of Education. J. W. Jones, superintendent of the School for the Deaf at Columbus, has been appointed inspector



of all day schools for the deaf in Ohio, and reports to the State School Commissioner.

One hundred and twenty-seven pupils have attended since organization. One young man, who entered the College for Deaf Mutes at Washington, D. C., is teaching in a State school for the deaf. Another, after graduating

at Washington, is studying for the ministry at Philadelphia. Many, after attending the school at Columbus, are self-supporting, working at different trades: printing, painting, shoemaking, dressmaking, general housework, etc.



W. S. FLINN,  
Principal W. H. Morgan School  
from 1888 to 1902.

I think it very advantageous for the older pupils to attend the school at Columbus, where the higher branches are taught. There they also have better facilities for learning trades and

getting acquainted with deaf mutes. There are about four hundred and eighty-three pupils at Columbus. No matter how the deaf are educated, they always seek the society of those similarly afflicted.

We always occupied one room in some public school building until 1899, when the Goodhue residence on West Sixth Street, near Cutter, was secured. The Sign

School has one room, while the rest of the building is occupied by the Oral School.

Several lines of street cars pass the door both ways, which is very important, as the legislature provides car fare for those children who live at a distance and who are unable to pay their way to and from school.

A number of young men organized a club about twenty years ago and named it "Anderson Club," in honor of a gentleman who contributed a sum of money to it. This club is still in existence, and the young men meet every evening for mutual improvement and reading.

## CHAPTER XIII.

### ORAL SCHOOL FOR THE DEAF.

Virginia A. Osborn.

**A**LTHOUGH the deaf had been successfully educated by the oral method for many years in Germany, and for twenty years in our New England States, it was not until the fall of 1886 that this method was introduced into our Queen City.

Dr. Robert Sattler, the aurist and oculist, having seen much of the work abroad, was interested in seeing it established here. L. S. Fechheimer, whose son was at that time attending the school for the deaf at Northampton, Mass., was anxious that the deaf children of this city be given a similar opportunity of acquiring speech. These two interested other citizens in the cause, among whom were Dr. C. R. Holmes and John O'Brien, and with them constituted guarantors for the Oral School of

this city, or, as it was then called, School for the Improved Instruction of Deaf Mutes.

Virginia A. Osborn, who had come from Philadelphia at that time to establish a private oral class, and Candae A. Yendes, of Rochester, were engaged to take charge of the school.

A room was secured in the Children's Home on W.



ORAL SCHOOL OF CINCINNATI.

Residence at Sixth and Cutter, Occupied  
Since September, 1899.

Ninth Street, and the school opened September, 1886, with four pupils, which number soon increased to ten.

Both the Board of Directors and the teachers were firm from the beginning that the children who entered should be taught exclusively by speech and reading. Details of the work are given in another paragraph.

By the opening of the second year, two rooms were necessary, therefore the second floor of the building at the N. W. corner Seventh and Race Streets, known then as Stewart's Hall, was rented and remodeled for this purpose. During the year the number of pupils increased to seventeen. The school continued to grow until thirty were enrolled, that being nearly the limit of deaf children of school age in the city. The attendance for the past three years has been about the same. Eighty have been enrolled since organization.

Educators and prominent citizens, as well as the parents, visited the school frequently and pronounced the work a success. Dr. E. E. White, then superintendent, felt convinced that the school should be supported by the commonwealth, and through his influence it was incorporated in the public school system in June, 1888, and the following year a State appropriation was obtained.

Accordingly, in the following September, the school moved into a room in the Sixth District building, which was partitioned by screens into two small rooms, which satisfied the needs of the small classes. There the school remained one year, when it moved to the house on Ninth Street, where it remained three years, until June, 1895. Then the Board of Education rented a small house in W. Ninth Street, east of John, but, as that was thought too expensive, it was given up at the close of the year and some vacant rooms were found in the public school building on Court Street, west of John. The school remained there undisturbed for three years, when that house was wanted for one of the larger schools, and it was again obliged to find another resting place. The frequent changes (five in eleven years) were found to be detrimental to the interests of the school, and after careful consideration the Board of Education decided to lease or buy a perma-

nent home for it, and accordingly rented the house now occupied.

In June, 1897, Miss Louise Karger resigned as teacher, and Ida Schwegler took the place. Instructing the deaf is difficult.

The work with beginners requires the most skillful, tactful teachers, as the children usually enter silent and

unawakened. Their minds seem blank, and the anxious mothers eagerly ask: "Do you think my child can learn to talk?" And when in a few days that child goes home saying, "mama," "papa," "home," they are highly gratified.



J. C. HARPER,  
Member Board of Education  
from 1891 to 1897.

September, 1898, a kindergarten for young children, three to six years of age, was opened, with Bessie Aylmer Tucker in charge. She had taken a course in

kindergarten work for hearing children in this city, and afterwards entered the training class for teachers at the McCowen Oral School, Chicago.

Sloyd and sewing were introduced, September, 1895, with special teachers in each department, whose salaries were paid by patrons and friends of the school. This work prospered and proved a great help, both directly and

indirectly to the pupils; but, when the chief supporter of it died, there were no funds to carry it on, and, as the Board of Education was unwilling to use any of the State appropriation for that purpose, the classes had to be dropped. It is hoped that at an early date the Board will reconsider and provide for liberal manual training.

The Parents' Association in Ohio, seeing the special needs of deaf children and the advantage in keeping them at home during their early school life, succeeded in having passed, April, 1898, a State law which provides for the establishment of a day school for the deaf in any county or district where there are five or more deaf children of school age—the State appropriating one hundred and fifty dollars per pupil yearly for the maintenance of such schools.

The Cincinnati Parents' Association to Promote the Education of the Deaf has been a great help to the school. This association was organized by Dr. Alexander Graham Bell in February, 1896. The object, as set forth in the constitution, is: "To promote the education and welfare of deaf children physically, mentally, and morally. To this end the association shall consult and co-operate with the Board of Education and the teachers of the school for the deaf in this city." Through the interest shown by the Parents' Association, the school is indebted for many advantages which it would not otherwise enjoy. The lecture hour, which follows the conference and business session of the association, has proved most beneficial. The lecturers have been noted educators, physicians, or philanthropists, who spoke on subjects relating to the education of the deaf.

The eyes, ears, and vocal organs of each pupil, upon entering the school, are examined by Dr. Robt. Sattler or Dr. C. R. Holmes. The school is greatly indebted to

these specialists for their long-continued and efficient service. The health of the children has been exceptionally good, but one pupil having died during the fourteen years.

The present teachers are : Virginia A. Osborn, principal ; Emma Bork, Ida Schwegler, Mabel Maris Swope,



L. L. SADLER,

President Board of Education from 1886 to 1888.

Bessie Aylmer Tucker ; sign class, Carrie Fesenbeck.

The school numbers twenty-eight pupils, fourteen boys and fourteen girls, with ages ranging from six to eighteen years. The following is an outline of the classification of the pupils and the course of study : Kinder-

garten, children three to six years of age (three years). First, second, third, fourth, fifth year, primary. First, second, and third year, intermediate.

In the first year of the child's school life, he learns from two to three hundred words, which he reads from the lips of others and uses for himself. He forms short sentences and asks all such simple questions as, "May I go home?" "May I have a drink of water?" "Please give me some bread." etc. By the time he has completed the kindergarten course, he has a vocabulary of from six to seven hundred words, and can express most of his thoughts and wants by speaking. No writing is now used until the child enters the Primary Department, though the former method was to teach speech and writing simultaneously.

Plan of work pursued in kindergarten: Circle activities and the presentation of the thought for the day. In the development of the thought, the actual doing of things, excursions, or anything which brings the thought before the child's mind is employed. In the expression of the thought, two forms of representation are used, the solid and the surface representations. For the first, any material is used from which the object can be made. For example, if the house that we live in is the thought, the children build a little house with wood and nails. For the second form of representation, drawing on the board and paper with charcoal, pencil, or crayon, cutting, paper-folding, etc., are used.

The plan work embracing nature studies and occupations is carried on through the first, second, third, fourth, and fifth primary classes. This work corresponds to the course of study pursued in the public schools, with simpler language. It is difficult for deaf children to reason; they are less imaginative than hearing children.



but excel in observation and memory. The intermediate classes pursue the same studies as the hearing children of those grades.

Special attention is given throughout the eleven years to auricular and voice training. If the child possesses a particle of hearing, that is utilized and developed as much as possible by the use of the opera horn, auricles, speaking tube, or any instrument that will aid hearing.

## CHAPTER XIV.

### HUGHES HIGH SCHOOL.

**T**HOMAS HUGHES, the founder of Hughes High School, was a man of no exalted position in life. Reputed of Welsh descent, he was born in Northern England; when he came to this country, or who came with him, is not known. A shoemaker by trade, he had a farm near that of his friend, William Woodward. There, in an humble cottage, he lived alone, save for his sorrel dog and sorrel pony and some select chickens, for the very finest of which he had names. The simple home of one of Cincinnati's benefactors was on the north side of Liberty, between Main and Sycamore, outside the city.

On December 26, 1824, Mr. Hughes died at the home of James and John Melindy, who took care of him in his last illness. The Melindys lived on the west side of Main, just south of Liberty. He was interred in the Twelfth Street Grave-yard, and when this was taken for Washington Park the body was removed to Spring Grove Cemetery, where a very handsome monument was erected in 1871 by the Hughes Alumni. His will, dated



**H. H. BARNEY.**

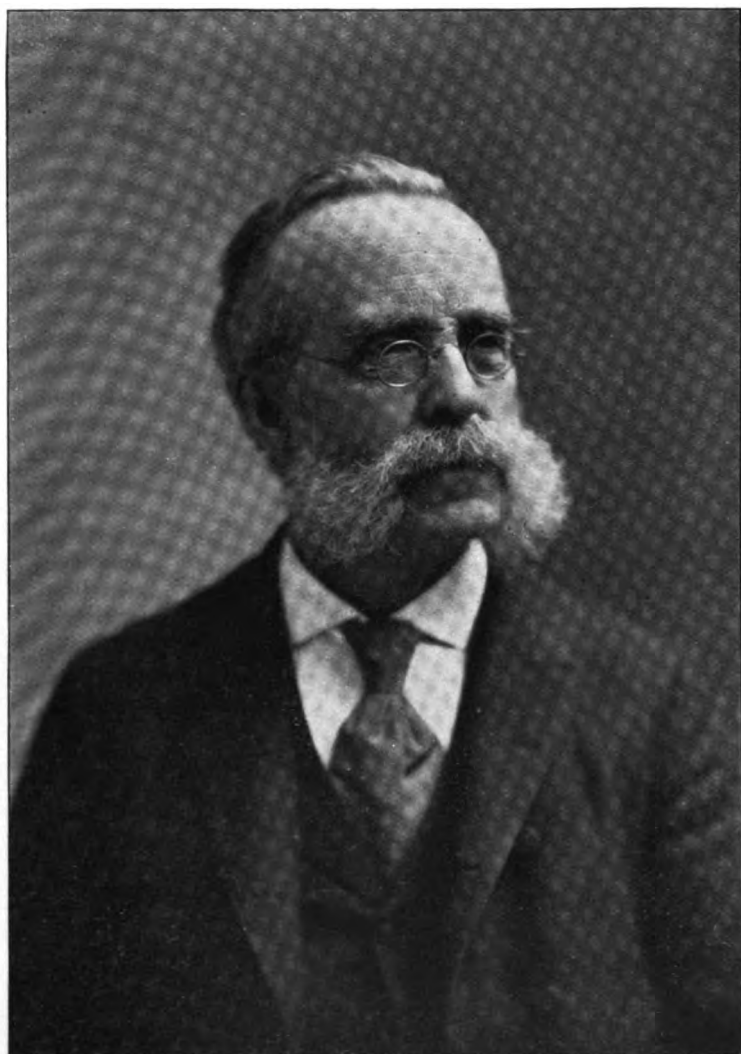
**As Principal of Central School, He Organized the  
High School System of This City. He was the  
First Principal of Hughes. (123)**

December 4, 1824, gave considerable property "for the education of the poor, destitute children whose parents or guardians are unable to pay for their schooling."

While Hughes' name is given to the school, and while he is honored as the father of the institution, his bequest, so far as the money value is concerned, was small. "It was only twenty-seven acres of hillside land, worth then only, say, five or six hundred dollars, and it has never produced more than about \$2,000 annual income," said Hon. Thornton M. Hinkle, in his address on Founders' Day.

There has always been an air of mystery surrounding the memory of Thomas Hughes. When he deeded his land, no wife signed with him, hence many concluded that he was unmarried. There is, however, considerable reason for believing that he had been unhappily married, and had had no heirs. This gift to the "poor, destitute children whose parents or guardians are unable to pay for their schooling" is reported to have been for the purpose of keeping his wife from having any share in the estate. However, if a wife existed, she was never heard from. Hughes' will covered four pages foolscap, and, as will be noted, was made 22 days before he died. Hughes never contemplated a high school, and the land he gave cost him originally less than \$300. John Melindy was executor.

April 20, 1827, the land left by Mr. Hughes was laid out into lots by the trustees. This tract, covering about ten squares, extends from Schiller Street up to Mt. Auburn, and is between Main and Sycamore Streets. There are also two lots below Schiller, and between the same streets as the other. At first the land was valuable only for pasture and for stone quarries.



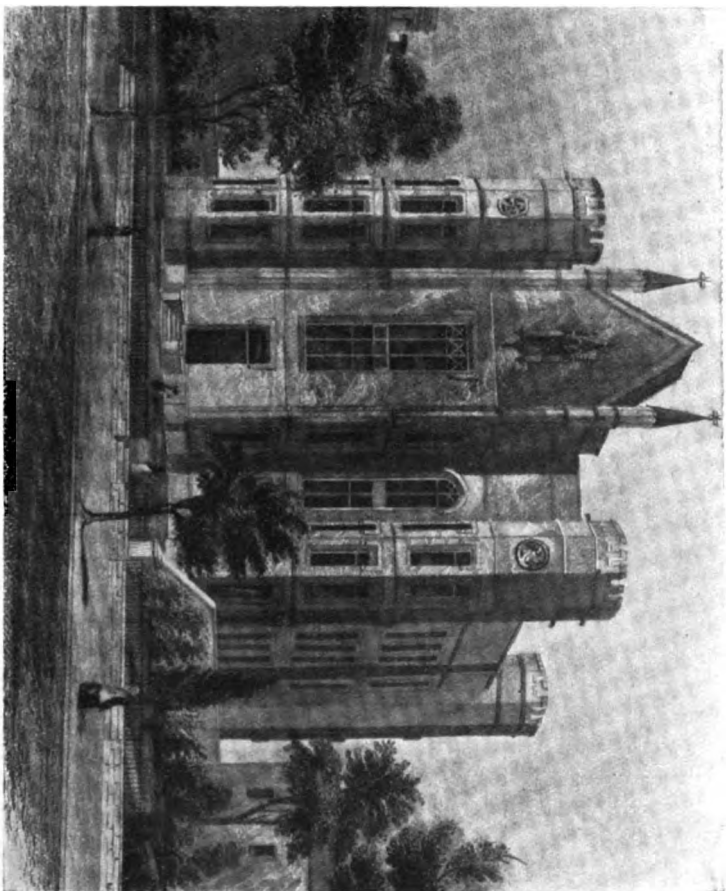
E. W. Coy,  
Principal of Hughes High School from December 16, 1873, to 1902.  
(125)

In the year 1833 the executor died, and between the years 1836 and 1840 this property was given on perpetual lease (pay quarterly), with no revaluation. On March 3, 1845, a lot on Ninth Street, between Race and Vine—about where the Baptist Church is—was purchased for a high school at a cost of \$9,000. In May, 1851, this was sold for \$15,700, and a lot was bought for \$18,000 in Park's Subdivision, on Fifth Street, opposite Mound.

The Hughes Fund was in the meantime being used for the education of those who could not pay for "higher learning." As early as 1836 several boys were educated at Woodward College by the Hughes Fund.

In 1847, in answer to a demand for secondary education, the present system of high schools was established, and on November 8th of that year the Central School was opened in the only available place—the basement of the Lutheran Church on Walnut street, below Ninth. H. H. Barney was the principal. February 28, 1848, the school was removed to a building purchased by the Board, on Center Street, now Longworth, between Elm and Race, where the Murdock Building is to-day.

For some time there was a feeling that the funds of the Hughes and Woodward trusts ought to be united, and then incorporated with the funds of the city. On the afternoon of July 22, 1851, the Union Board of High Schools was organized, and two days later the contract between the Board of Trustees and Visitors of common schools, the Board of Trustees of Woodward Fund, and Board of Trustees of Hughes Fund was made, and in September following the high schools opened under the Union Board. Thus was consummated a plan that had been contemplated for years, and which was authorized by an act passed February 11, 1845.



HUGHES HIGH SCHOOL,  
As It Appeared in 1853 When Newly Completed. A Front Has Been Added to It.

(127)

The proposal to create a new high school in Cincinnati was formulated by Peyton S. Symmes, who, October 31, 1845, offered in the School Board a motion "to consider and report on the expediency and practicability of further promoting the efficiency and best economy of the common school system of Cincinnati, by the permanent or experimental organization of a Central Common School for one or both sexes in the said city, for the admission and instruction of such portion of the more advanced pupils of the public schools as, either from the smallness of the local classes, or the want of appropriate rooms, maps, globes, and other apparatus, can not profitably nor without serious disadvantage (often operating to the exclusion of junior applicants) be continued and instructed in their several districts.'

"Acting on this prolix resolution, the Board made an unsuccessful application for rooms in the Cincinnati College in which to start," etc. ("Memoir of Hiram Howard Barney," by W. H. Venable.) On December 26, 1901, the semi-centennial of the founding of the high schools was celebrated by Hughes and Woodward at Music Hall. The date is the seventy-seventh anniversary of the death of Mr. Hughes, and it is quite a coincidence that it happened to be selected.

At the opening of the High Schools, in the fall of 1851, it was decided that all children east of Race Street were to go to the Woodward College Building, and those west of Race were to remain at Central till new Hughes was built. Thus the children east of Race made up the Woodward High School, and those west made up the Hughes. So the two sister High Schools began their existence on the same day, September 16, 1851.

The old Woodward Building was used for the Woodward High School until the completion of the present

building in 1855. The Trustees of the Hughes Fund were required to sell the Ninth Street lot; and upon the newly purchased one on west Fifth Street, opposite Mound, they erected a handsome ten-roomed building of Tudor architecture. Its beauty was marred by the plain front constructed in 1889.

An interesting feature of the old Hughes building, part of which still remains, is that its towers, used as cloak-rooms by the boys and girls, were fashioned after the towers of Fotheringay Castle, wherein Mary Queen of Scots spent the last years of life. In 1888 it was decided to remodel the building, and this was done despite the protest of the graduates, who did not want the historic front destroyed. The new building, while grand and imposing, has lost a great deal of its picturesqueness.



M. W. SMITH,

Late Teacher of English Literature  
at Hughes High School.

The new Hughes structure was begun March, 1852, and completed January, 1853. Immediately the Hughes School moved from the Central building. It should be noted that the name "Hughes High School" was applied



to the Central School from the organization of the Union Board, or, more properly speaking, from September 16, 1851, thus Hughes and Woodward High Schools are of the same age.

When the Central School was started, Mr. Barney had but one assistant, John M. Edwards, who had been a teacher in the common schools, and who was present on opening day, Monday, November 3, 1847. Central School soon had more teachers, Cyrus Knowlton and a lady being employed as pupils increased. Mr. Barney had been elected principal of Central on September 14th, but he could not close his academy at East Aurora, N. Y., in time to reach Cincinnati until November. The Central building was the one occupied by Dr. Charles Colton's Classical School, one of the fashionable private high schools common in those days, but which are being pushed out of business by the competition of the free public high schools of to-day. The first class to graduate from Hughes (at Central building, 1852) was composed of four girls. In 1853 there were no graduates.

The first class was graduated from new Hughes Friday, January 27, 1854, the exercises beginning at one o'clock. There were ten, four boys and six girls. R. D. Barney, son of the principal, and to-day a trustee of the Hughes Fund and president of The Robert Clarke Company, was one of the boys. In June of this year a second class was graduated.

In Principal Barney's report of June 28, 1848 (his first), he states that the Central School opened with 39 boys and 58 girls, of whom 14 boys and 8 girls withdrew during the year, leaving 75 pupils.

At first the high schools encountered great opposition on the part of many prominent citizens, who considered the movement altogether too aristocratic in

tendency. I know that father wrote a great deal in those times in defense of the system of high schools," writes R. D. Barney, son of the first principal.

In October, 1853, Mr. Barney was elected State school commissioner, the first in Ohio to have this title.

He therefore resigned from Hughes in February, 1854, going to Columbus at once.

Hiram Howard Barney was born at Leyden, Vt., October 7, 1804, and graduated at Union College, Schenectady, N. Y., in 1830. Later he was admitted to the bar and practiced the profession for a time. Next he engaged in teaching at East Aurora, N. Y., where he remained for 12 years as principal of the Aurora Academy. In 1847



FRANCIS B. JAMES,

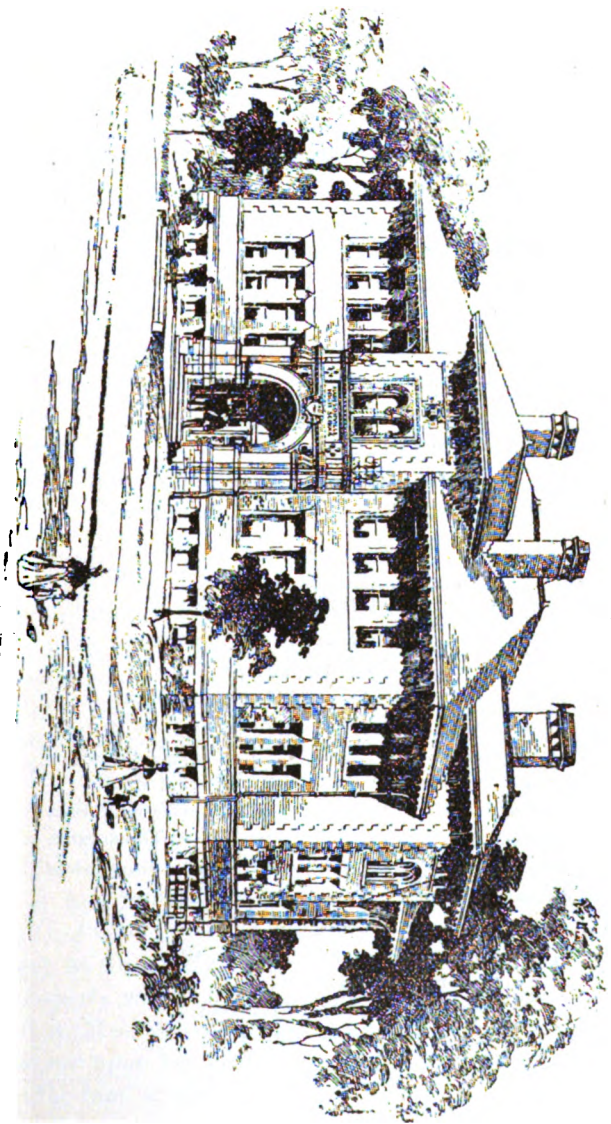
Member Union Board of High Schools.  
He Introduced the Gymnasiums.

he came to Cincinnati, by special invitation, to take charge of Central School. Thus he can rightfully be credited with founding the high school system of this city, if not of the State of Ohio. As noted, he resigned from Hughes to become State school commissioner of Ohio. This office

had existed since March, 1837, first as superintendent of common schools for Ohio, and later (from March 23, 1840) as a department under the Secretary of State. Samuel Lewis of this city held the position from its creation until its merger into the secretaryship. In 1853 the separate office was again created, with the title of State school commissioner, which is the name to-day. Mr. Barney was thus Ohio's first commissioner, although not the first man to exercise the duties of the office. He remained as commissioner until 1857, when he returned to this city. In September, 1862, he became superintendent of the schools of Circleville, O., where he remained until 1869. He was one of the editors of the *Ohio Journal of Education*. Superintendent Rickoff next appointed him professor of didactics, and he was thus the first to organize regular normal school classes in Cincinnati. July 28, 1879, he died at Wyoming, O., at the residence of his son, R. D. Barney. Howard Barney, also of The Robert Clarke Company, is his other son. Mrs. H. H. Barney was a Miss Mary Ann Eliot, of the New England Eliots, descended from the "Apostle of the Indians."

Cyrus Knowlton succeeded Mr. Barney, and at the death of Mr. Knowlton, in 1860, Joseph L. Thornton was appointed as head of the school. Mr. Thornton is still living at Middletown, O. (1902). On December 16, 1873, E. W. Coy became principal. In the assembly room at Hughes can be seen pictures of the principals. Mr. Barney's is over the north door, Mr. Knowlton's is to his left, and Dr. Thornton's to his right.

E. W. Coy was born at Thorndyke, Me., graduated at Brown University, Providence, R. I., in 1858. Going to Peoria, Ill., he became principal of the high school, and was afterward elected superintendent of public



**MADISONVILLE HIGH SCHOOL,**

**Erected 1901-2; Dedicated February 22, 1902; 8 Rooms; Cost, Lot and Building, \$40,000; E. D. Lyons, Principal.**

schools. He also edited the educational magazine, *Illinois Teacher*, published at Peoria. He practiced law for three years. In 1870 he took charge of the high school department of the Illinois State Normal University. On December 16, 1873, he came to Cincinnati as principal of Hughes, which position he has since retained. He has been president of the National Council of Education. He received the degree of Ph. D. from Princeton University in 1886. Mr. Coy is the author of "Coy's Latin Lessons," a book for beginners, used (1902) in the schools of this city and quite generally throughout the United States.

There are two mural tablets in the lower hall of the building. The one to the south gives the purpose of the erection of the school, the other reads as follows :

# HUGHES HIGH SCHOOL.

Erected

UNDER THE DIRECTION  
OF THE UNION BOARD OF HIGH SCHOOLS.

Samuel Lewis, Pres.	Nelson A. Britt.
Elam P. Langdon.	George Crawford.
Oliver Lowell.	Robert Boal.
D. Van Matre.	Charles Anderson.
W. Y. Gholson.	Cyrus Davenport.

Trustees of the Woodward Fund. Delegates of Common School Board.

William Green. William Hooper.

Trustees of the Hughes Fund.

Building commenced in March, 1852.

Completed January, 1853.

John B. Earnshaw, Architect.

Daniel Lowery, Builder.

Hughes, as will be seen, was for two years sheltered at the Central building. The first class enrollment for the school was 87 boys and 112 girls.

The Hughes semi-centennial class graduated 80, of whom 36 were boys and 44 were girls. Hughes has enrolled since its opening about 12,000 pupils, and of this number 2,250 have graduated. At Woodward about 13,500 have been enrolled, and 2,433 graduated.

## CHAPTER XV.

### WOODWARD HIGH SCHOOL.

**W**ILLIAM WOODWARD, born in Plainfield, Conn., March 8, 1870, was the fifth of a sturdy family of twelve children. His father was a soldier of the patriot army of the Revolution, and his mother was the aunt of Lorenzo Dow. Thus Cincinnati's benefactor came from a notable family, quite the reverse of Thomas Hughes. Woodward came to this city by flat-boat in 1791.

Having received a course of instruction in surveying in his native town, he followed his profession for a time in the new settlement. He soon after settled down to the life of a farmer, purchasing of his brother Levi, for the sum of \$400, a farm that was the basis of his fortune. This land was originally bought of John Cleves Symmes for \$11 by Levi Woodward. This estate was increased by property acquired through marriage to Abigail Cutter. So that Mrs. Woodward should share in the praises showered upon her husband, she joining in the deed that gave the land to Cincinnati.

## WOODWARD FREE GRAMMAR SCHOOL.

(NEVER ESTABLISHED.)

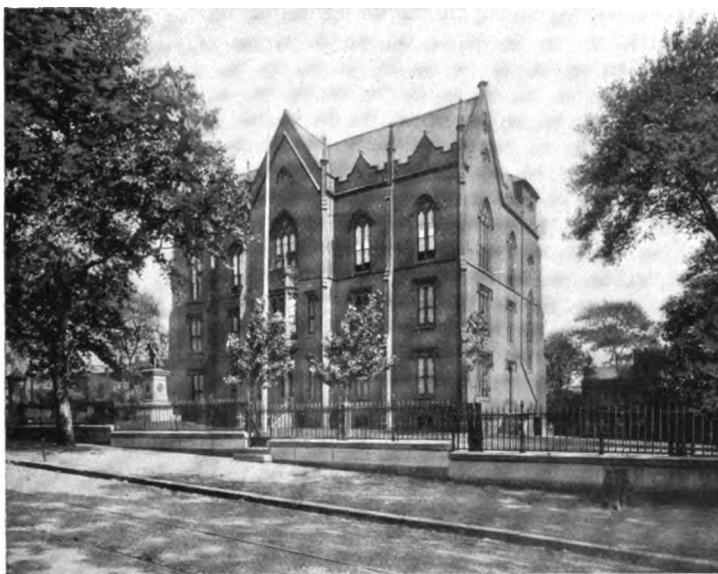
For years Mr. Woodward had cherished his desire to establish an institution of learning of a higher grade than the private schools, and from 1819 to 1825 his views gradually matured and finally crystalized to a definite plan. On November 24, 1826, a trust deed was made over to Samuel Lewis and Osmond Cogswell, conveying seven acres of land on Sycamore Street, north of Hunt Street. This land was to establish a grammar school, which was Woodward's idea of what was needed. The school was incorporated January 24, 1827, by special act of the legislature, but was never opened.

The aged couple whose generosity made old Woodward possible had no children. Several were born, but all died young, hence the good of the city's youth came first in their thoughts. The consideration in the deed was "the better educating of the poor children of Cincinnati and one dollar (\$1)." The school was to be known as the Woodward Free Grammar School.

## WOODWARD HIGH SCHOOL OF CINCINNATI.

However, the growth of the public school system established about this time (in 1829) was soon seen to be furnishing what Woodward intended, a grammar school or intermediate education, so on May 25, 1830, Woodward reconveyed the same land, with an additional tract, for a building site for a high school, to be known as the "Woodward High School of Cincinnati."

This high school was incorporated January 15, 1831, and was successfully established and opened October 31, 1831, in a two-story brick building erected in the northeast corner of the present lot on Franklin Street. Joseph Ray was a teacher, and Thomas J. Matthews was made



**WOODWARD HIGH SCHOOL,**  
**Franklin and Abigail Streets, Between Sycamore and Broadway;**  
**Erected 1854-5-67-80; Cost \$73,037; 14 Rooms, Seats 582**  
**Pupils; A. M. Van Dyke, Principal. (137)**



principal, or president, as the head of the school was then often called. Mr. Matthews served three years (1832-1835) and was noted for his ability as a mathematician, and for his proficiency in English literature. He was the father of Stanley Matthews, judge of the U. S. Supreme Court. (Two grandsons, Mortimer Matthews, the attorney, and Rev. Paul Matthews, of St. Luke's Episcopal Church, are living here to-day.)

#### THE WOODWARD COLLEGE OF CINCINNATI.

(A DEPARTMENT ONLY.)

Mr. Matthews was succeeded April, 1835, by Dr. B. P. Aydelott, rector of Christ Church, this city. Dr. Aydelott was born in Philadelphia, Pa., 1795, educated as physician and surgeon, and later as Episcopal clergyman. He served ten years. Meanwhile Woodward had died, and conditions were changing. January 7, 1836, a college department was authorized under the name of "The Woodward College of Cincinnati," which name supplanted that of the high school, though it should not have done so. It was used till June, 1851, so that the popular term "Old Woodward" refers to all of that period prior to this date, June, 1851.

#### WOODWARD COLLEGE AND HIGH SCHOOL.

Woodward's College Department was opened January 25, 1836, in the same building with the high school, which now became the preparatory department under the principalship of John W. Hopkins, who served until December, 1839, when he was succeeded by Lewis P. Harvey, who served two years.

In 1841, the two-story brick being too small, a third story was added, and preparations were begun for the building now standing, which was opened in September, 1855.



**A. M. VAN DYKE,**  
**Principal of Woodward High School Since June, 1900. (170)**

In 1845 Dr. Thomas J. Biggs succeeded to the presidency of the college, and remained until the reorganization of the present system in June, 1851. He was born in 1787 in Philadelphia, and, like Dr. Aydelott, was educated for the ministry. He came to Cincinnati in 1832 to accept a professorship in Lane Seminary.

Among others who taught at Old Woodward were : Henry Snow, a graduate of Miami University, who came to Woodward in 1838.

Charles E. Matthews, son of the first president, a pupil at the same time his father entered upon the presidency, graduated in 1842. In 1847 he was selected to assist in the department of mathematics. After the death of Dr. Ray he edited several editions of the Ray textbooks.

William Holmes McGuffey, a man of commanding genius as a teacher and scholar, served two years (1843 to 1845) as a teacher of languages.

The College disbanded June 27, 1851.

July 21, 1847, Central School was provided for, and it soon made its influence felt. H. H. Barney, the principal, agreed that Woodward High School should cease, and so, after a series of dinners and diplomatic tilts, this was resolved upon, as the following quotation from the minutes shows :

#### WOODWARD HIGH SCHOOL DISCONTINUED (1850).

“ March 17, 1850, the high school was discontinued by the unanimous resolution of the Board, because the common schools were then furnishing substantially the same educational advantages, so that there no longer existed any necessity for such a school separate from the common schools; and by discontinuing it, the college department would have the benefit of the money so saved.”

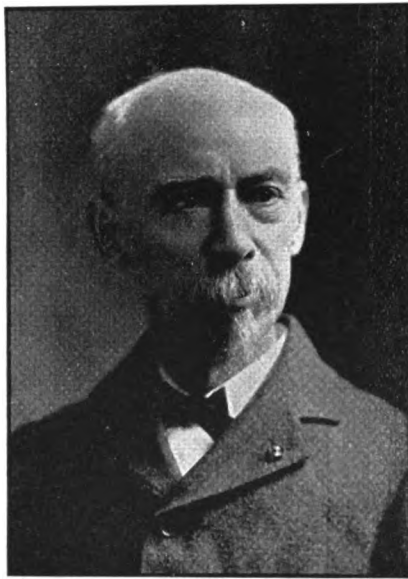
## WOODWARD COLLEGE SUSPENDED (1851).

So Woodward High School disappeared, but only for a brief period. The college struggled on, and in the minutes is found this statement :

"March 20, 1851, in consequence of lack of funds to properly maintain it, the Board resolved to suspend the college after next commencement day until the funds could accumulate sufficiently to warrant a re-opening."

However, the college never re-opened. The following minutes tell the story of what followed :

"The lack of funds continuing to to embarrass the Board, it was thought best by many of the members, and finally determined by the Board, to attach the school to the school



ANDREW HICKENLOOPER,

A Student at Woodward College, 1848-9.

system of Cincinnati," etc. This was done, and the name was changed from "The Woodward High School of Cincinnati" to the "Cincinnati Woodward High School," the name to-day. The legislative act under which this was done had been passed February 11, 1845.

The first meeting of the Union Board was July 22, 1851, when the contract was approved. Speaking of the struggle of Woodward High School and the Woodward College to maintain their separate and distinct existence, apart from the city, a friend of Woodward remarks that, when Woodward left his fortune, he thought it ample to maintain a school. He never dreamed that the city would attain its present size and importance. The revenue derived to-day is about \$12,000 per annum. Woodward's grant provides for a revaluation of the property every 15 years, so the school gets the benefit from increased values. In the case of Hughes, this is different, as the Hughes lease is perpetual, with no revaluation.

#### OLD WOODWARD CLUB.

September 27, 1855, the graduates of Old Woodward effected a permanent organization. The first board of officers consisted of: President, George H. Pendelton; Vice-President, R. B. Pullan; Corresponding Secretary, E. A. Ferguson; Recording Secretary, Daniel G. Ray; Treasurer, Horatio N. Hatch.

At the reunion held October 24, 1898, the officers were: President, James Powell; Vice-President, R. W. Richey; Corresponding Secretary, Henry L. Kemper; Recording Secretary, Col. Joseph M. Locke; Treasurer, James M. Glenn.

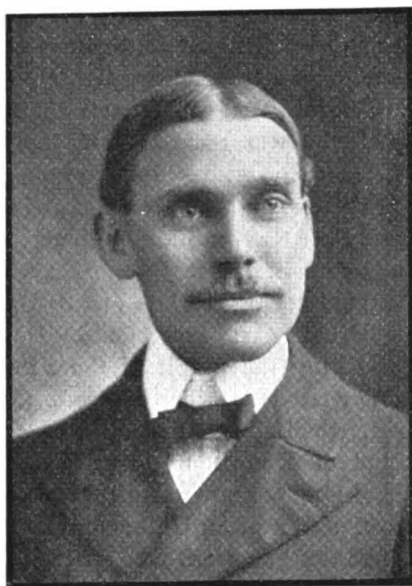
#### WOODWARD OF TO-DAY (1902).

The Woodward High School building, as known to-day, was erected in 1854-5, being completed and first occupied in September, 1855. It was added to in 1867 and again in 1880. The high school was begun September, 1851, in the old building, which did not interfere with the building of the new. Dr. Joseph Ray was the first principal, but he died in April, 1855, and so did not get

into the new building. As a young man of 24, Dr. Ray began teaching in the original Woodward High School (November, 1831). He taught continuously and wrote text-books on mathematics. In 1843 he was elected a member of the Board of Trustees and Visitors (Board of Education), and the night he took his seat was made president (July 1, 1843). He served as president until he resigned (October 20, 1846), owing to a readoption of his text-books coming up. He did not want to vote on the readoption.

Dr. Ray was born November 25, 1807, in Washington County, Pa., now Ohio County, W. Va. As a child he had an unusually active mind. He began to teach at 16. He entered Ohio University at Athens, but, not

having the means to prosecute a college course, began the study of medicine and graduated at the Ohio Medical College, this city, in 1829. He located in Cincinnati and built up a remunerative practice, but yielded to his inclination for mathematical studies and accepted the position



JOHN L. SHUFF,

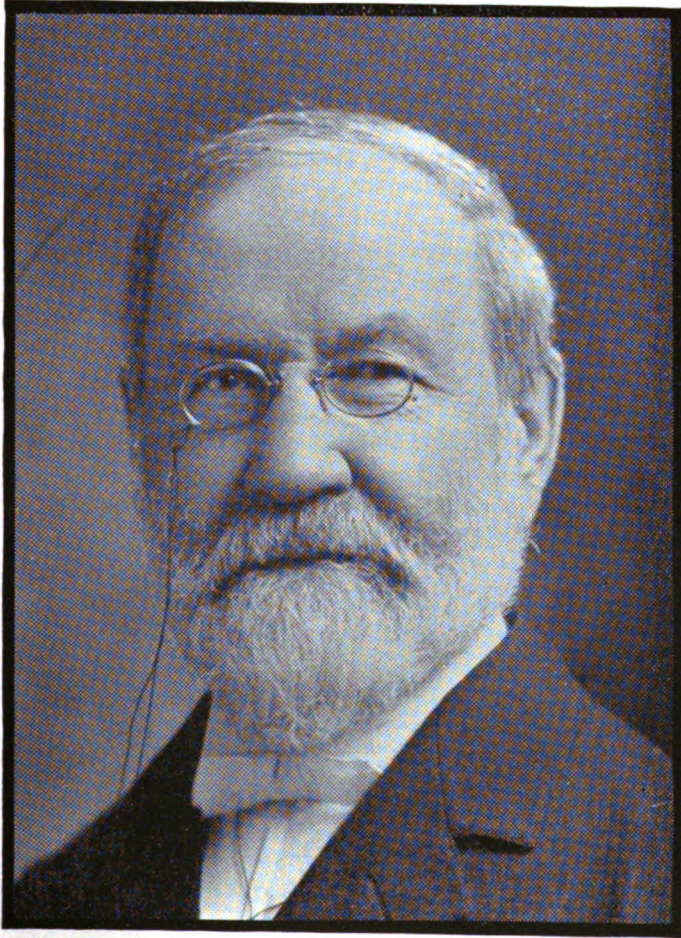
Chairman of the Floral Parades, 1900-1.

at Woodward. From the first he made himself felt. He was a member of the Christian Church. During his college life he supported himself by teaching. He passed some months at Washington College, Pennsylvania, but never took a degree. He died April 16, 1855. Dr. Ray always identified himself with the leading teachers, and was prominent in their gatherings. In 1852 he was president of the Ohio State Teachers' Association. The high estimation in which his arithmetics and algebra were held gave him a commanding position among the teachers in the Western States. He left one son, Hon. Daniel Gano Ray, who was the father of the late Mrs. (Maud) Dr. Sattler. The grandchildren of the celebrated teacher are : Dr. Victor Ray, the specialist, of this city ; John Stites Gano Best Ray, mining engineer, of Colorado Springs, Col. ; and Sergeant Joseph Ray, who died of fever at Santiago during the late (1898) Spanish War.

Dr. Ray was succeeded by Daniel Shepardson, who was filling the pulpit of the First Baptist Church on Wesley Avenue when elected. He served until June, 1862, when he resigned to take charge of a girls' high school at Dennison University, Granville, O. This school is now known as Shepardson's College, and is still a part of Dennison University.

Moses Woolson, who succeeded to the principalship in 1862, was at the head of a girls' high school at Portland, Me., when elected. On retiring in 1865 he went to Boston, where it is reported (1902) he is teaching Latin in a high school.

George W. Harper, principal from 1865 to 1900, graduated from Woodward High School in 1853 (was valedictorian) and began teaching there that fall. He taught at Woodward continuously for the next 47 years. He was born August 21, 1832, at Franklin,



**GEORGE W. HARPER,**  
Principal of Woodward High School, 1865 to 1900; a Teacher  
there, 1853-65; Total, 47 years.

(145)

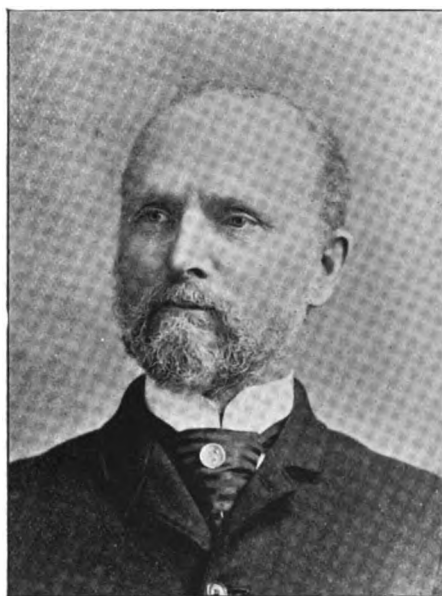
[10]



Warren County, O., of Quaker stock. Educated in country schools, also at Central School. Started to read law, but was advised to teach by Dr. Joseph Ray, his instructor in mathematics. Traveled in Europe on leave of absence. In 1873 Mr. Harper organized the University (see chapter on University), which was conducted at Woodward for a time, until permanent organization was effected. Mr. Harper is best known by reason of his work and publications on geology. He has made eight expeditions in the South, studying and exploring. One expedition he made as far west as Utah and the Yellowstone. The results of these researches have been published in pamphlet form. His catalogue of the silurian fossils (700 specimens) is accepted by the scientific world as the best out. There are three catalogues of local and fresh water shells, gathered within a radius of 50 miles of Cincinnati. A second edition, with descriptions, has been published. Another catalogue is that of all bivalve shells of the Mississippi drainage. For twenty-five years Mr. Harper was assistant editor of the *Natural History Review*. He has since 1855 been making, under the Smithsonian Institute guidance, a series of meteorological observations for this region. Since 1869 he has been president of the Cincinnati College of Medicine and Surgery. In 1861 Dennison University conferred on him the degree of M. A. Mr. Harper is an active school man, and stands high in the community. His scholarship is varied and his accomplishments many, but he is, strictly speaking, a scientist.

In June, 1900, Prof. A. M. Van Dyke succeeded Mr. Harper. For years Mr. Van Dyke was teacher of English literature at Woodward. Born at Mt. Healthy, O., 1838. Graduated from Hughes, class 1857. Taught in the intermediate school one year, then moved to Indiana, where

he graduated and practiced law. The war breaking out, he enlisted as a private in 1861, with 14th Ind. V. I., and served through the war, having seen four and a half years' service and having participated in over fifty battles. For six years Prof. Van Dyke was superintendent of the public schools of Ironton, O., but for the past twenty-five



**JAMES POWELL,**

**A Student at "Old Woodward" in 1846-7-8.**

years he has been at Woodward. His published works are: "Annotated Editions of Pope's Essay on Man," "Selected Poems of Gray and Chaucer's Prologues and Knight's Tale." These editions were used in the high schools of the city.

His military training led Prof. Van Dyke to organize (1893) at Woodward the Woodward Cadets. These cadets are uniformed and drilled and provided with guns. They are very popular and respond to calls made by organizations, and they always appear in public parades, such as Decoration Day and other military or political demonstrations. Hughes and Walnut Hills High Schools followed Woodward, and organized their cadets.

WOODWARD—FARMER, TANNER, TRADER.

Mr. Woodward lived in the house (erected 1816, most of which is still standing) at the northeast corner of Main and Webster Streets. The old cellar is intact, as is the rear portion of the house, just as it was when Mr. Woodward lived there. It was into this cellar that Mr. Woodward stepped one day, falling clear to the bottom, breaking his leg, and bringing about the complications that caused his death, January 24, 1833.

When Mr. Woodward abandoned the flat-boat that brought him down the Ohio, he dismantled it and used the lumber to build his modest home. One of the wooden pins that came from the boat went into the house, and when that was torn down the pin, or nail, became the property of George W. Harper, principal of Woodward, who still (1902) retains it. Mr. Harper has also two wooden chairs that belonged to Mr. Woodward, one a parlor chair, and the other a dining-room chair. Both were made from timber, hickory and ash, cut from the forests that then filled what is now Third Street. Mr. Harper secured the chairs from Mr. Kessler Smith, son of Ex-mayor Amor Smith. When the famous flat-boat was abandoned the owner gathered from the bottom some apple seeds. These were planted that year at Main and Webster, and later became an orchard about Mr. Wood-

ward's residence. Orchard Street received its name from its cutting through this orchard.

Woodward was a Presbyterian. It is related of him that he often scolded the schoolboys for jumping over the fence into his wheat field, by remarking: "Boys, didn't I give you enough play ground without you spoiling my wheat?" At one commencement (1831) Woodward was present, and was moved to tears by compliments of a boy orator. It is related of Mrs. Woodward (the second) that she was cross-eyed as the result of a whipping she got at school when a young girl.

The Woodward property was appraised July, 1833, as follows: Real estate, \$179,675; personal, \$28,088. Mr. Woodward in addition to his other business had a tannery on the south side of Liberty, east of Sycamore, and the stone upon which he curried leather is now in Woodward High School.



THEODORE B. PFLUEGER,  
Principal Twentieth District School  
from 1896 to 1902.

#### GRAVE AND MONUMENT OF WILLIAM WOODWARD.

January 3, 1859, the Woodward Trustees received a petition from students of Old Woodward, and this is what the minutes record:

"*Resolved*—That the request of the students of Old Woodward, etc., asking 'the use of a ten foot circle of ground opposite the central entrance to the building now situated on the Woodward College lot, at equal distances between the line of the street and the steps in front of the building, for the deposit of the remains and the erection of a monument to William Woodward,' be granted, subject to the approval of the Union Board."

The approval was secured.

THE COUPLE HAD BEEN INTERRED IN THE TWELFTH STREET BURYING GROUNDS (NOW WASHINGTON PARK).

August 3, 1860, their remains were removed to a stone vault in the school lot. On September 24, 1878, the corner-stone of the monument was laid, and on October 24th following the monument, completed and erected by the Old Woodward Club and the Woodward Alumnae Association, was unveiled and transferred to the care of the Board of Trustees of Woodward. [Abigail Street, which Woodward faces on the south, was named after Mrs. Woodward (Woodward's second wife). Cutter Street was named after Mrs. Woodward's father, Joseph Cutter, who was killed by Indians while he was at work near what is now Twelfth and Elm. For years a monument marked his grave, and in it was a glass receptacle containing a lock of the unfortunate man's hair. The monument read that Cutter was "killed on this spot." One day the hair was missing, some vandal having broken the glass and stolen the contents.]

#### WOODWARD MONUMENT FUND.

June 25, 1881, the Old Woodward Club and the Woodward Alumnae Association offered to give, each, a \$100 U. S. four per cent. bond to keep the statue in good order and repair. The two bonds were turned over and form a permanent fund.

PORTRAIT OF MR. WOODWARD.

March 5, 1845, the Woodward Trustees received a present of a life-size portrait of Wm. Woodward, which was placed in the school hall. No one knows who gave the portrait.



HENRY B. MCCLURE,

Graduate Miami University, Oxford, O., 1871.  
Principal Glendale Schools, 1875-80.

THE DAVID GALLUP FUND.

In 1883 David Gallup, of Plainsfield, Conn., a nephew, by marriage, of Woodward, gave the school one-fifth of his estate, to be used the same as the Wood-

ward estate. The total from this source was about \$10,000.

PRESIDENTS OF WOODWARD COLLEGE.

Thomas J. Matthews, A. M.; Benj. P. Aydelott, M. D., D.D.; Thos. J. Biggs, D. D.

PRINCIPALS OF PREPARATORY (HIGH SCHOOL) DEPT.

John L. Talbott, Timothy S. Pinneo, Roswell Howard, Fred W. Prescott, Lewis P. Harvey, John W. Hopkins, Elias Yulee.

PRINCIPALS WOODWARD HIGH SCHOOL.

Joseph Ray, Daniel Shepardson, Moses Woolson, George W. Harper, A. M. Van Dyke.

[NOTE.—It must be borne in mind that the present Woodward building was erected by the city Board, and not by the Woodward College Trustees, as is popularly supposed. As to which man influenced the other in making the gifts, that is, Thomas Hughes or William Woodward, it is generally accepted that Woodward, being the brighter man, gave Mr. Hughes the idea of founding a school. This is born out by the fact that Mr. Woodward was one of the first Hughes Trustees.]

WM. WOODWARD'S BIRTHDAY.

Mr. Woodward was born March 8, 1770, and his birthday is celebrated annually by what is called "Founders' Day." On this occasion the oldest graduate present rings the old school bell.

For a more extended account of Old Woodward the reader is referred to the *Old Woodward Memorial*, published in 1884 by the graduates of the school, edited by John W. Dale, Benj. St. James Fry, Daniel Gano Ray, Peter Rudolph Neff, and Staats G. Burnet, from which much of the above sketch was secured.

## CHAPTER XVI.

## DOMESTIC SCIENCE.

Carrie C. Hull.

DOMESTIC SCIENCE has been taught in the Woodward and Hughes High Schools for about 11 years, (since September, 1892). All the girls who desire to study are in the classes, which are arranged for every day in the week. The lessons are free to the pupils, though they pay ten cents each lesson for the food used. This is prepared and cooked, and then served as lunch. The classes are composed of the brightest girls in the schools, the brightest girls and the most womanly realizing that their education is incomplete without understanding something of housekeeping.

We often hear people say: "Cooking in the public schools! Why can't their mothers teach them cooking?"

You might as well ask: "Why can they not teach them mathematics, German, or music, etc.?" They might be able to. They may have a good knowledge of all the subjects their children are taught, but yet not be able to impart it as well as teachers who carefully prepare each lesson, and who have made a special study of the subject. Teachers make a study of chemistry, physiology, psychology, and hygiene, and devote time and thought to the cooking in order to make it a science.

The lessons begin with the preparing of stale bread into dried crumbs, to be used later for croquettes and cutlets, the poaching of eggs, the toasting of bread, and the baking of potatoes. During the year each class has



thirty-five lessons, one each full study week. In these thirty-five lessons they learn how to cook and prepare everything that naturally comes on a well-appointed table: All breads, breakfast foods, vegetables, baked and broiled meats, omelets, light puddings, cakes, and ice creams. They are taught the principles of cooking,



GEORGE F. BRAUN,  
Principal Webster School,  
1892-1902.

so that they may be able to prepare dishes which they have not had. Each lesson is opened with a talk on the composition of some food that is to be used, how it affects the body, etc. Little talks and hints are given on hygiene. The recipes are then discussed, and each girl is given her task to perform, or the teacher prepares the lesson as a demonstration. Three dishes are given at each lesson, and when the lunch is cooked the

pupils are seated and immediately proceed to test it. There is rarely anything that the girls refuse to eat in the cooking school. Foods that they have always refused to eat at home are eaten with relish in the class, and almost every week is heard the remark:

“Well, I’ve never eaten that before, but I like it now.”

A great many girls learn to like housework and cook-

ing who never cared for it before, as association with classmates and success in the work encourages them. If pupils find they can go home and bake a good loaf of bread or cook a veal cutlet to a turn, make a fine soup or a dainty pudding, and the family approve, they are delighted and try again. The recipes given are plain and have been tried so often that pupils are almost sure to succeed.

Of all the lessons in the schools, none are more important, nor more useful, than domestic science, and all girls should take at least a one-year's course. The study would reach a class that really need it more, if it were put in the last year of the intermediate schools. Many girls leave school after the intermediate, and many of these could be very helpful in the home, or perhaps made self-sustaining by learning the science thoroughly. If girls would ennoble the profession of cooks and housemaids, by being capable and energetic, and by showing a thorough knowledge of their subject in all its details, they would be respected; they could command higher wages, and more would be offered more comfortable homes, and soon all would win the esteem of employers.

After the girls in the classes have disposed of the menu, three or more wash the dishes, scrub the tables, and rinse the towels. It never takes more than thirty minutes for this cleaning up, and often it is finished in twenty. This watchfulness teaches them not to despise the more homely tasks of housekeeping. At the end of the year we have contests in bread and cake baking. I am sure the girls enjoy it all, and that in years to come they will be thankful for the training they have had, when, perhaps, the declensions in Latin are a dream, and botany and zoology "are as if they were not." We have had two interesting classes of boys at Hughes,



**JULIUS FLEISCHMANN,**  
**President College of Music; Director (ex-officio) University**  
**(156) of Cincinnati; Elected Mayor, April, 1900.**

bright, good, helpful boys—"mothers' boys"—and I am sure their lessons have done them no harm, but much good, and that they will not be the less men because they can broil a steak or make coffee and light biscuit, and know the best way to cook all foods. Owing to lack of room, no classes have ever been started at the Walnut Hills High School.

## CHAPTER XVII.

### WOODWARD IN THE CIVIL WAR.

George W. Harper.

THE military spirit has always been a prominent feature in the history of Woodward, even in the old college days, and many of the boys from the old school, who afterwards took a prominent part in our country's struggle, received their first lesson in the military art on the Woodward play-grounds.

About ten years before the Civil War the military fever went through the school like an epidemic. The school building seemed converted into a barracks, the play-grounds into a camp. At recess and at noon time all games were neglected, and the entire grounds were covered with squads of incipient soldiers, marching and counter marching, filing right and filing left, the scene a complete counterpart of what was witnessed upon a larger scale among our soldier boys at the breaking out of the war.

The boys soon mastered the squad drill and formed a full company, electing Fred C. Jones their captain. Other companies were afterwards formed, and finally a battalion consisting of four companies was organized, and Fred C. Jones was made commander. With the occasional

association of Col. Guthrie, who resided in the neighborhood, and who gave the boys instruction in the more complicated movements, they soon preformed like veterans. Hardly a decade of years passed when the play-ground was changed for the battle ground, and these incipient



**CITY HALL.**

**Board of Education Headquarters Since March 20, 1893.**

soldiers became the heroes of Shiloh, of Stone River, and of Chickamauga.

Of the number who formed Col. Jones' battalion, we can call to mind one general, three colonels, eight captains, and twelve lieutenants who took part in the Civil War.

The boyhood military career of Col. Jones seemed prophetic. He was first commissioned a captain in his country's service, and after the battle of Shiloh received a telegram from Gov. Tod, promoting him to the position of colonel, for gallantry on the field of battle.

Of those in the school during the period from 1853 to 1861 who responded to their country's call in her hour of peril, I can only recall the following names: Richard Ayers, Harry Browne, Theodore F. Allen, Lewis G. Brown, Henry V. N. Boynton, J. Milton Blair, Milton B. Chamberlain, Geo. G. Cox, Jesse De Beck, Adolphus Frey, Milton Graff, Wm. A. Gibson, James C. Horton, Alexander Humphreys, Edward Heaton, Rezen Hall, D. J. Ireland, Fred C. Jones, Edward Kirman, Wilson A. Kendall, William H. Morgan, Henry Meader, Peter S. Michie, Jas. G. Morgan, Wm. E. Orr, Edward H. Prichard, Gifford Parker, Edwin H. Rowe, Isaac Simon, George W. Smith, William Strunk, John B. Scheidemantle, Robert S. Schultz, Wm. S. Trevor, Abner Thorp, Wm. C. Urner, Andrew Van Bibber, Chas. F. Wehmer, E. Cort Williams.

The following names are copied from the *Old Woodward Memorial*:

Lansing V. Applegate, Capt. Co. H., O. V. I.  
Andrew Avery, Drum Maj. 12th and 61st O. V. I.  
John M. Baldwin, on staff Gen. Pemberton, C. S. A.  
David M. Barr, Quartermaster Sergeant 5th O. V. C.  
Leslie Bassett, 1st Lieut. 13th Iowa Infantry.  
John R. Baylor, Brigadier Gen., C. S. A.  
C. Beecher, Brevet Brig. Gen., U. S. A.  
John C. Bickham, private in 79th O. V. I.  
Henry W. Biggs, Chaplain in Union Army.  
Thomas Brainerd Bodley, Major Artillery, C. S. A.

Frederick Brasher, 1st Lieut. 59th Ill. V. I.  
 Dr. Columbus P. Brent, Surgeon 54th O. V. I.  
 Benjamin L. Brisbane, 1st Lieut., Adjutant, and  
 Chaplain U. S. A.

Wm. H. Brisbane, 1st Lieut. 2d Reg. Wis. Cavalry.

Jacob Broadwell, Captain 29th O. V. I.

Hunter Brooke,  
 Aid and Judge Adv.  
 staff Gen. McCook.

Henry Van Ness  
 Boynton, Maj. and  
 Lieut. Co. 35th O. V.  
 I., and Brig. Gen.

A. J. M. Brown,  
 Maj. 2d Infantry Ky.  
 Vols.

John L. Burt,  
 Surgeon U. S. N.

David C. Challen,  
 Surgeon 2d Ky. Inf.

James R. Challen,  
 Lieut. Colonel 69th  
 O. V. I.

Geo. F. Chester,  
 Col. in U. S. A.

Alex C. Christo-  
 pher, Lieut. Col. 6th O. V. I.

Chas. H. Cristopher, Eng. Miss. Squadron, M. S. A.

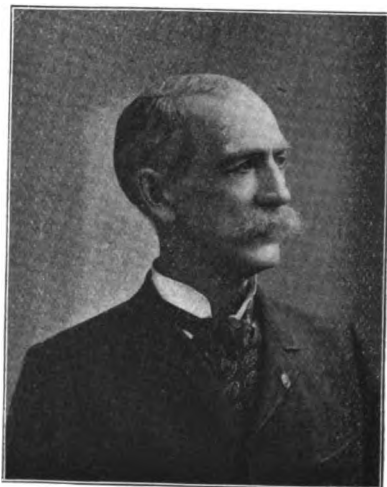
John W. Cunningham, Capt. 42d N. Y. I.

Wm. B. Davis, Surgeon 137th O. V. I.

Erasmus B. Dennison, Major O. V. Cavalry.

Wm. G. Dewire, Second Lieut. 1st O. V. I.

Augustus Eberle, Surgeon 30th Missouri Vols.



ISAAC H. TURRELL,

Principal Fourth District School,  
 1879 to 1901.

Edmund Eberle, Private 5th O. V. Cavalry.  
Curtis O. Edwards, on staff Gen. Granville Moody.  
Wm. H. Fagley, Capt. 5th O. V. Cavalry.  
Wm. E. Fay, Gen. in Union Army.  
Geo. L. Febiger, Officer in U. S. A.  
George M. Finch, Lieut. Col. O. V. I.  
Henry E. Foote, Surgeon 22d O. V. I.  
Chas. Freeman, killed in battle of Winchester.  
Henry C. Freeman, Chief Eng. 13th Army Corps.  
Benjamin St. James Fry, Chaplain 63d O. V. I.  
Chas. L. Gano, Lieut. Col. 69th O. V. I.  
Daniel Gano, Capt. C. S. A.  
Wm. H. Gano, Quartermaster of Army of Tenn.  
Chas. Gilpin, Maj. 8th O. V. I.  
Chas. Goodman, Capt. and Quartermaster in U. A.  
Alban O. Goshorn, Capt. 8th O. V. I.  
Alfred T. Goshorn, Maj. 137th O. V. I.  
Caleb T. Goshorn, Capt. 37th O. V. I.  
Robt. M. Graham, Lieut. on staff Gen. I. I. Stevens.  
Solomon L. Green, Maj. 7th O. V. I.  
Francis H. Gregory, Capt. 91st Penn. Vols.  
Justus A. Gregory, Capt. 91st Penn. Vols.  
Wm. S. Grimes, Surgeon 29th Iowa Vols.  
John B. Groesbeck, Col. 39th O. V. I.  
Joseph C. Harding, Major in Union Army.  
Joseph G. Haven, Sergeant 5th Rhode Island Vols.  
Edwin W. Hedges, Capt. 39th New Jersey Vols.  
Archibald E. Heighway, Surgeon in U. S. A.  
A. Hickenlooper, Lieut. Col. and Judge Advocate  
on Gen. McPherson's staff.  
Andrew C. Kemper, Captain and Asst. Adj. Gen.  
U. S. A.  
Benjamin E. Hopkins, Lieut. 137th O. V. I.



Benjamin J. Horton, 1st Lieut. 24th O. V. I.  
 Silas H. Hubbell, Adjutant 107th Ill. Vols.  
 Chas. J. James, 2d Lieut. 41st O. V. I.  
 David Judkins, Surgeon West End Military Hospital.  
 Henry G. Kennett, Col. 79th O. V. I., Brevet Brig.

General.

Chas. C. Kilburn, First Master in Miss. Squadron under Admiral Davis.

Joseph Kirkup, Captain in Union Army.

Geo. W. Landrum, 1st Lieut. 2d O. V. I.

E. B. Langdon, Col. 1st O. V. I., Brevet Brig. General.

Chas. H. Larabee, Colonel 24th Wisconsin Vols.

J. B. Leake, Lieut. Col. 20th Iowa Vols., Brevet Brig. Gen.

George W. Leonard, Capt. 4th O. V. Cavalry.

Wm. G. W. Lewis, Chaplain 24th O. V. I.

Francis Link, Major 9th O. V. I.

Jonathan F. Linton, Quartermaster 39th Ill. Vols.

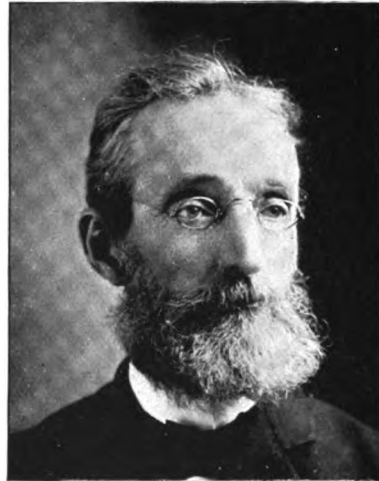


JAMES B. KEMPER,

First Lieutenant 6th Infantry U. S. A.  
 Woodward, 1895.

Nathan Linton, Quartermaster 57th Ill. Vols.  
John Locke, Jr., Surgeon U. S. A.  
John M. Locke, Lieut. Col. in Reg. Army U. S. A.  
Chas. L'H. Long, Lieut. Col. 5th O. V. I.  
Cyreneus Longley, 1st Lieut. 11th O. V. I.  
Tillinghast L'Hommedieu, 1st Lieut. U. S. Cavalry.  
John O. Marsh, Surgeon 153d O. V. I.  
Stanley Matthews, Col. 51st O. V. I.  
Robt. J. McGrew, Capt. of Artillery.  
Francis F. Merrilees, Quartermaster U. S. A.  
John H. Maloney, Ensign in U. S. N.  
Christopher H. Morgan, Col. U. S. A. Cavalry and  
Inspector-General on Gen. Pope's staff.  
Edward H. Morgan, Lieut. in Union Army.  
Geo. W. Neff, Col. 88th O. V. I.  
Henry Nold, Capt. of Cavalry C. S. A.  
Wm. Owens, Capt. 50th Vol. Cav.  
Legh R. Page, Vol. C. S. A.  
John J. Palmer, Major U. S. A.  
Addison H. Sanders, Col. 16th Iowa Inf.  
D. W. C. Sawyer, Col. in Union Army.  
Wm. A. Seiter, Chief Sig. Officer 14th Army Corps.  
Clarence A. Seward, Col. in Union Army.  
Edward W. Shands, Col. in C. S. A.  
Edward McC. Shoemaker, Quartermaster 6th O. V. I.  
Samuel Silsbee, Surgeon U. S. A.  
Thos. K. Smith, Brevet Major Gen. O. V. I.  
David W. Snyder, 1st Lieut. O. V. I.  
Warner Spencer, Lieut. Col. U. S. A.  
Chas. Stevens, Adjutant U. S. A.  
Geo. L. S. Stuff, Chaplain 42d Ill. Inf.  
Gustavus A. Sturm, Midshipman U. S. Navy.  
Chas. W. Sullivan, Corp. 11th Iowa Vols.  
Thos. S. Tappan, 1st Lieut. U. S. Navy.

Joseph H. Taylor, Capt. in U. S. A.  
 Mathew P. Taylor, Brig. Gen. C. S. A.  
 Wesley C. Thorpe, Inspector-Gen. U. S. A.  
 Wm. Threlkeld, Lieut. Col. U. S. A.  
 Jas. S. Thropp, Capt. U. S. A.  
 David W. Tolford, Chaplain 11th Iowa Vols.  
 Wm. I. Torrence,  
 Capt. 138th O. V. I.  
 Wm. S. Trevor,  
 Capt. Merrill's Horse  
 Comp. U. S. A.  
 Thos. C. Tullis,  
 Capt. 4th Iowa Vols.  
 Philip P. Turpin,  
 Brig. Gen. O. V. I.  
 Daniel H. Valentine,  
 Capt. 6th Minn.  
 Vols.  
 Augustus C. Van  
 Dyke, Capt. U. S. A.  
 Lawrence Waldo,  
 Capt. 88th O. V. I.  
 Jas. M. Walker,  
 Master Mate U. S. N.  
 Moses B. Walker,  
 Brevet Brig. General  
 U. S. A.  
 J. W. Wartmann, Capt. U. S. A.  
 Wm. B. Williams, Surgeon U. S. A.  
 Wm. C. Williams, Sergeant Cavalry U. S. A.  
 Henry Wilson, Capt. 2d Mo. Cav. U. S. A.  
 Lewis Wilson, Capt. 19th Inf. U. S. A.  
 John F. Wiltsee, Col. 2d O. V. I.  
 Wm. P. Wiltsee, Col. O. V. I.  
 Samuel M. Woodruff, Lieut. U. S. A.



ALAN SANDERS,  
 Teacher of Mathematics at Hughes,  
 1881-1902.

From these records it appears that Woodward contributed to the war one major general, fifteen brigadier generals, twenty colonels, nine lieutenant colonels, three adjutants, eleven majors, thirty-five captains, twenty-one lieutenants, seven corporals, three sergeants, seven quartermasters, three judge advocates, five chaplains, twelve surgeons, and to the navy eight officers. Many of these officers enlisted as privates, but won promotion by their brave deeds and honorable service in the army. Besides these were a large number of the rank and file, whose names can not now be recalled, and many of them left no other record than an honored grave in one of our national cemeteries.

#### WOODWARD GUARDS.

In 1861 a company styled the Woodward Guards was formed, composed largely of students of the school. Before their departure for the war they assembled in the hall of Woodward and received a handsome silk banner made by the young ladies of the school. Four years later a remnant of this noble band returned with the banner intrusted to their keeping. Though tattered and torn with shot and shell, it now hangs in the halls of Woodward, carefully protected under glass, to be kept forever as a memorial of the gallant boys who so bravely fought under its folds to preserve our country from dissolution. Before the company's organization was completed, Ohio's quota of troops was filled, so the boys applied and were received into the 2d Reg. Ky. Inf. This regiment was soon after sent to West Virginia, and their first battle was at Barboursville, which place they took, and the Woodward boys hung out their flag from the cupola of the court house to signal their first victory. After driving the rebels out of the Kanawha Valley, the army of West Virginia was divided, and a part, including the

Woodward Guards, was sent to Louisville, and thence they marched across Kentucky and joined Gen. Nelson's division in Tennessee, and soon after they reached Shiloh's dreadful battlefield. After the battle of Corinth they moved on to Iuka, Miss., and later to Athens, Ala. Their faces were then turned north again. Returning to Nashville, they were ordered to Murfreesborough and again back to Nashville, where they joined Buell's army. This, I believe, completes the itinerary of the Woodward Guards.

## CHAPTER XVIII.

### MUSIC IN THE PUBLIC SCHOOLS.

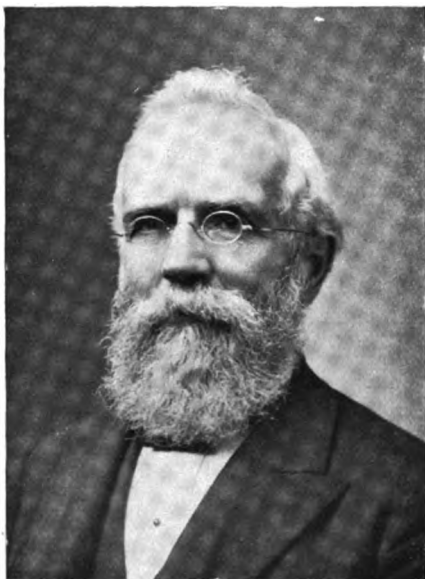
G. F. Junkermann.

THE teaching of vocal music was introduced into the public schools more than half a century ago (1844). The system used was the movable do, the same that is used now. Charles Aiken, Wm. F. Colburn, Elisha Locke, Luther Whiting Mason, and Joseph P. Powell were among the first music teachers employed.

Concerning the movable do system, still used in spite of the many attempts to supplant it, I take the liberty to state that there has never been anything better offered to take its place. I believe in the use of the tonic solfa system for beginners, because it is the movable do facilitated, using no staff notation. No matter, however, what system is used, there is the fact, not to be denied, that our pupils can sing, and that they learned the art of singing in the public schools.

Again and again attempts have been made to do away with music, the claim being made that it did not

amount to anything in the end, and that its abolition would save a great deal of money, and that those who wanted to become singers should pay for the same by engaging the services of special teachers. Music being an art and a science both, its rudiments cannot be commenced at too early an age, and one reason why people



G. F. JUNKERMANN,

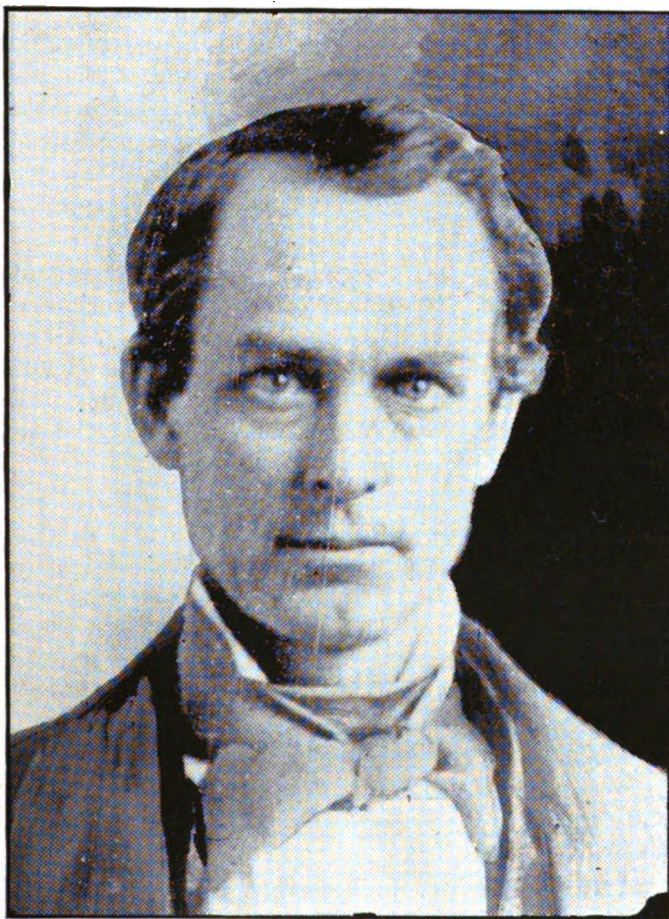
Superintendent of Music from 1879 to 1900.

do not accomplish much in the art of it is because they do not commence at the time when the mind and body are in their flexible state, or do not practice it in the most approved way, as, for instance, was done in our schools, when the course of study in music compelled the teachers to use nothing but the key of C major for the first five

years after entering the first grade. This mistake is well expressed by the old German saying (Sprichwort): "*Was Haenschen nicht lernt, lernt Hans nimmer.*" The sooner the different keys are practised in the lower grades, or even in the lowest grade, the better the result; for it has been proven by tests and experiments that, when pupils practise one key only for a number of weeks or years, their minds become incapacitated from changing to the different key notes. This accounts for the unwillingness of teachers who have taught the key of C major exclusively for five years to adopt the change of key note in accordance with newer text-books.

Music requiring the cultivation of the ear, our pupils are taught simple songs and the scales before any notes are presented to their eyes. When they can sing the intervals of the scale, ascending and descending, they are shown the notes, as being the pictures of the tones they are familiar with. There is nothing that can take the place of music as a cultivator of the heart. As a mind study it is on a par with other subjects, if not superior to many, because three functions of the mind are occupied in the proper accomplishment of the reading at sight of a musical composition, viz.: the meter, the naming of the notes by syllable or word, and the pitching or striking of the intervals.

On the old and true principle that the teacher makes the school, depends the success of any subject that forms the curriculum of any educational institution. Music certainly is not an exception to this rule. Should not then the greatest care be taken in the selection of the music teacher? Should not the music teacher know something else than to play a few pieces on an instrument or to sing his part in a choir or a chorus? Since he is expected to handle the pupils of the lowest grade as well



**JAMES COOPER,**  
**Member Board of Education in 1851. (188)**



as those of the upper, he should be a gentleman or lady of culture and refinement to the highest degree.

On the other hand, can the local teacher replace the specialist? I am aware that a great many of the new text-books encourage the local teacher to instruct in music as best they can, and many claim that this can be done by them. This may all be true in a few cases, but, as a rule, music can only be taught by those who are especially trained teachers.

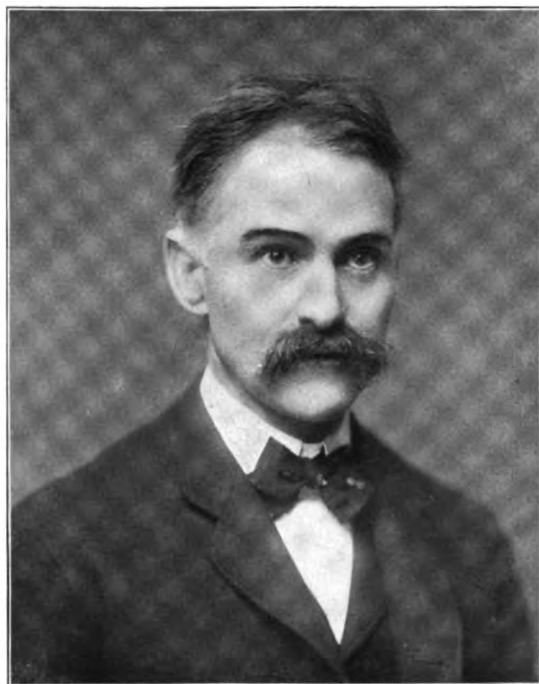
In June, 1900, Walter H. Aiken became superintendent of music. He is a son of the second superintendent of the department, Mr. Charles Aiken. Mr. Aiken, Sr., graduated in 1838 from Dartmouth. He graduated also for the ministry, but devoted his life to music. He retired from active service in 1879, and died October 4, 1882.

The first music teacher was Wm. F. Colburn, who was also superintendent for three years previous to 1848 (when Mr. Aiken took charge). A bust of Mr. Aiken occupies the niche south of the Springer monument in Music Hall vestibule. The teachers contributed about two-thirds of the cost of this memorial. Preston Powers, of Florence, Italy, was the sculptor.

#### SUPERINTENDENTS.

William F. Colburn, 1845-1848; Charles Aiken, 1848-1879; G. F. Junkermann, 1879-1900; Walter H. Aiken, 1900-1902.

[NOTE.—On Mr. Junkermann's retirement, he was given a testimonial at Music Hall, and upon the proceeds he and Mrs. Junkermann were sent on a visit to Germany.]



WALTER H. AIKEN,  
Superintendent of Music, since June, 1900.

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## CHAPTER XIX.

## PENMANSHIP.

Howard Champlin.

THE first special teacher of penmanship in the public schools was James Bowers, employed 1841. At that time there were no copybooks containing engraved copies in use in any of the grades, and the writing was done in blank books, consisting of ruled paper. Quill pens were still in use in many of the schools. To be able to mend them was one of the necessary qualifications of the writing master, and also to make them from the goose quills brought to school by the pupils. The copies were all written by hand, both upon the blackboard and at the heads of the pages in the blank books.

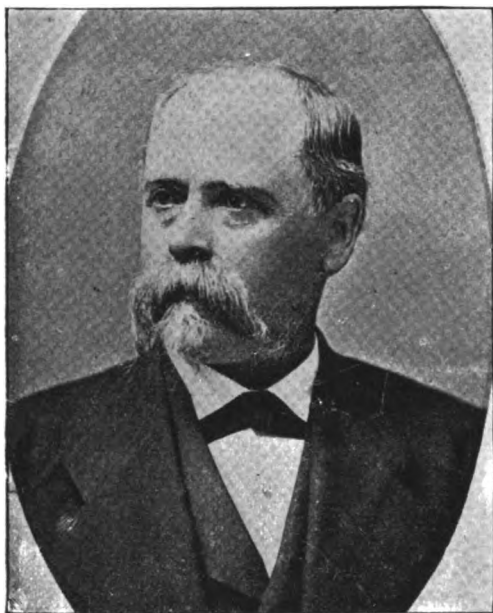
In the yearly report, printed June 30, 1842, appears the following: "James W. Bowers is engaged as teacher of penmanship at forty-five (\$45) dollars per month, giving lessons of one and one-half hour each, at least twice a week, to select classes in all the districts (visiting four hours each day), and aiding the principals and instructors, as far as practicable, in the superintendency of all the writers under their immediate charge."

By reference to these yearly reports, it appears that the penmanship department had the distinction of being the first special department organized.

In 1847 Root's penmanship, or copybooks, came into use, but in 1850 the department was abolished, the penmanship having attained such a degree of excellence that the Board of Education thought that, with the help of

Root's copybooks, the regular teachers could maintain it without any special assistance. A marked decline in the writing of the pupils set in at once, and continued until it became evident that something must be done.

In 1854 Miss Lucina S. Barrett was engaged as superintendent. Miss Barrett had no special help until



JAMES M. GLENN,

A Student at Old Woodward.

1857, when one regular teacher in each building was assigned to teach penmanship at an additional salary of five dollars per month. These special assistants were required to attend a Saturday morning class for self-improvement. Miss Barrett filled the position very ac-

ceptably until her marriage to Gen. R. D. Mussey, in 1860, when the superintendency was again abolished.

With the resignation of Miss Barrett, the idea of marking copybooks and counting penmanship as a regular subject began, and the practice has continued until the present. By reference to the yearly report of 1861, it appears that a rule was adopted by the Board of Education specifying the points to be considered in marking the penmanship. This rule was as follows:

"They shall take into consideration the general correctness as to the use of capital letters, cleanliness of books, proper division of words, punctuation, and general correctness of appearance."

For several years penmanship was allowed to deteriorate, and it became quite a lost art, until the appointment of E. A. Burnett as superintendent in 1870. At that time the Scribner system of copybooks was in use. In 1872 the penmanship attracted much favorable attention at the Vienna Exposition. At the Centennial Exposition at Philadelphia, Pa., in 1876, there were ninety volumes alone of English and German penmanship. One of these volumes was composed entirely of specimens of penmanship from the special and regular teachers. In 1874 Charles W. Bell (colored) was appointed for the colored schools, which were then separate from the white schools. This arrangement was changed as soon as colored pupils were admitted to all schools, and Mr. Bell took charge of penmanship in an entire section of the city.

In 1887 the superintendency was abolished for the third time. In 1892, however, it was revived, and Howard Champlin was made head of the department.

In his report of 1895-6, Superintendent Morgan says:

"The department of penmanship never was so carefully conducted, nor has there been at any time more

satisfactory work. The 'arm movement,' insisted upon by the superintendent, is creating a better, more independent class of writers, and is overcoming that old but serious objection, the 'cramped hand' style, about which our business men have so justly and persistently complained."

In 1899 the vertical system was adopted, and A. H. Steadman was elected to take charge of its introduction. Mr. Steadman is still superintendent.

In 1901 the vertical system was displaced by the "natural slant." Business men objected to vertical writing, which, it was claimed, killed individuality, and which in time would make forgery almost impossible of detection.

## CHAPTER XX.

### DRAWING DEPARTMENT.

Christine G. Sullivan.

**I**NTERNATIONAL expositions of Europe had demonstrated to the world the fact that those nations excelling in manufactures were those that had furnished their artisans with the opportunity of learning the elements of industrial art.

At these expositions the United States stood lowest in respect to artistic excellence of manufactures. The experience of European nations suggested the remedy, and a movement to make drawing a part of public school courses became general throughout the United States.

As early as 1862 members of the Board of Education urged the introduction of drawing into the public school curriculum. In this year an outlined course was in-

troduced, the regular teachers instructing. The results secured were very encouraging, and this arrangement was continued until 1864. In this year Superintendent Harding makes, in his report, this mention of the work done in drawing: "Specimens of drawings are now in my office, which the members of the Board would do well to examine, showing much skill in the teachers and decided talent in the children. If so much has been done by the limited facilities possessed by our teachers, what might we not expect if professional teachers of drawing should be employed, as proposed by your committee on drawing?"

The Board of Education, acting upon the advice of the superintendent, this year provided two special teachers of drawing, one for

the eastern half, and one for the western half of the city. These two teachers gave two lessons weekly to all their classes. The second year, perspective was introduced.

In 1867 Bartholomew's drawing books took the place of the drawing course previously followed. The work was from the flat exclusively.

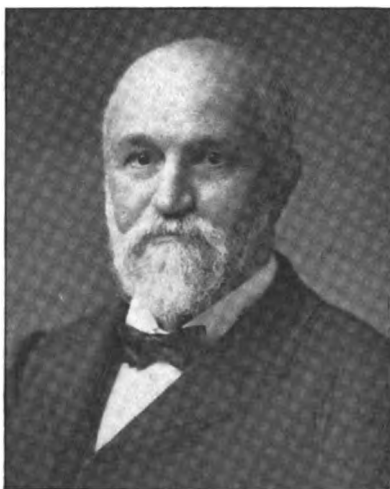


W. H. VOGEL,

Superintendent of Drawing since  
September, 1899.



In 1868 Arthur Forbriger was appointed superintendent, and the Demcker system of drawing was introduced into the A, B, and C grades, the special teachers instructing. The lower grades were taught by the regular teachers, who received instruction from the superintendent once a month.



RICHARD C. YOWELL,  
Principal Lincoln School and President  
Teachers' Club (1902).

In 1870 the Board appointed three additional teachers, one of whom was H. H. Fick. In June of 1871 there was in Greenwood Hall an exhibition of pupils' work, showing the plan of the Demcker system. The following September the Bartholomew Revised System of Drawing was introduced, and one more teacher was added.

In 1872 a drawing exhibit was sent to the Vienna Exposition. The report of the Commissioner of Education showed that Cincinnati had gained an enviable reputation in this branch.

In 1873 model drawing was introduced into the Normal and recommended for the high schools. Previous to this time drawing in the high schools (which comprised drawing from the flat and mechanical drawing) was taught by the regular teachers.

In 1874 Miss Christine G. Sullivan joined the department.

In 1875 Forbriger's Tablet took the place of the Bartholomew System.

In 1876 an elaborate exhibit was sent to the Centennial Exposition at Philadelphia. The progressive character of the Forbriger Drawing Tablet was shown in mounted specimens, representing every school in the city. The work elicited the highest encomiums, and Cincinnati was recognized as among the foremost cities in America in respect to industrial art education.

Upon the death of Superintendent Forbriger, November, 1878, Mr. Fick succeeded to the superintendency.

It will be noted that from the date of the introduction of drawing, there has been a steady advancement in regard to both the scope of the work and the character of the pupils' execution. Under Dr. Fick this advancement continued. Exhibits of drawing were frequent at institutes and at meetings of the National Educational Association, and Cincinnati continued to hold her reputation as a leader in this branch of education. The course for the high schools was enlarged, perspective and drawing from the object receiving more attention. During the superintendency of Mr. Forbriger a limited knowledge of drawing was made one of the qualifications for a regular teachers' certificate. Dr. Fick raised the standard of this requirement and elaborated the course previously followed in the Normal School.

In 1879 the scope of the Forbriger Tablet being considered inadequate to the growing demands of industrial art education, Mr. Fick was called upon to revise it. The revised edition, which gave less space to designs for surface decoration and introduced perspective and mechan-

ical drawing, was adopted in 1881. Dr. Fick further raised the standard of drawing by extending the use of paper, instead of slates, even in the lowest grades.

In 1883 John Hauser, the artist, joined the department. In answer to the demand for a more comprehensive system of drawing, the Eclectic System, prepared by Miss Christine G. Sullivan, was adopted September, 1884. The following October Mr. Fick resigned, and Miss Sullivan was elected to the superintendency.

In 1885 the schools sent an exhibit to the New Orleans Exposition. The display attracted general attention, both the work of the pupils and the plan of the system receiving the highest commendation. At the request of the French Commissioner of Educa-

tion, the entire exhibit was presented to the Paris Pedagogical Museum, where it still occupies a prominent place.

In 1886 Mr. John Hauser withdrew from the department, and W. H. Vogel was appointed to the vacancy. An exhibit of drawing, comprising work from all grades, was a feature of the educational department of the Cincinnati Exposition of this year.



W. C. WASHBURN.

Principal Eleventh District School; also  
West Side Night High School.

At the Ohio Valley Centennial Exposition in 1888 a display consisting of over 3,000 mounted drawings, representing every school in the city, occupied a prominent place on the walls of the educational department. As an attractive and instructive feature, it was awarded a diploma by the commissioners.

In 1893 the largest display of drawings ever collected from our schools was sent to the World's Fair. The diploma we received is sufficient testimony as to its excellence.

In 1895 we exhibited at the Atlanta Exposition, and received the highest award granted to exhibitors in the educational department.

The exhibits at the National Educational Associations and in the educational departments of our larger expositions, have shown that Cincinnati holds a place in the front rank as regards education in industrial art. For several years it has been the aim of the department to widen the scope and extend the usefulness of its subject. We have wished to see drawing used as a means of illustration in connection with the other branches of the curriculum, and hoped that our work should include the study of pictures, with a view to ethical development. I am pleased to recognize the beginning of work in this direction. On account of the added responsibilities of the department, the requirements for a special certificate have been increased; a liberal general education being now required in addition to the special art education.

## CHAPTER XXI.

## CINCINNATI MUSEUM ASSOCIATION.

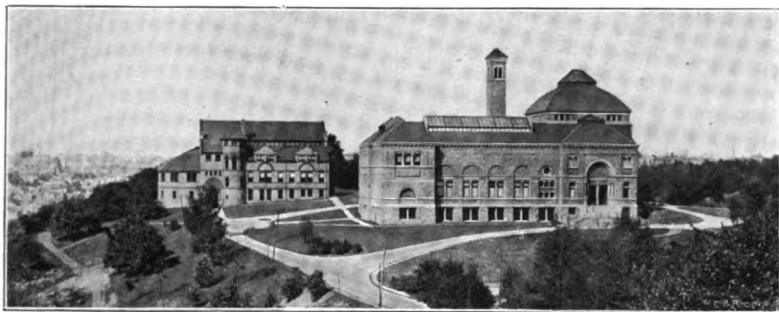
J. H. Gest.

THE Cincinnati Museum Association, which embraces two departments, the museum department and the academy department, was incorporated in 1881, as the result of a proposition on the part of the late Charles W. West to give \$150,000 toward the erection of a museum building.

The condition Mr. West imposed was that others should give as much more. This occurred in the autumn of 1880, and within a month the funds had been raised. The Museum building was completed and opened on the 17th of May, 1886, having cost \$334,416.11. In the meanwhile Mr. West had given a second sum of \$150,000 toward an endowment fund. Other citizens increased this until the aggregate endowment fund of the museum department is now \$252,178.80. Next to Mr. West, the largest contributor to this fund was the late Reuben R. Springer, who left by will \$40,000.

The school department, known as the Art Academy of Cincinnati, has separate and distinct endowment funds amounting to \$393,002.40, and occupies a building erected at a cost of \$97,175.58. The principal patron of the school was the late Joseph Longworth, who was really the founder of the department. He had for many years contributed to the support of the School of Design while it was connected with the University of Cincinnati, and

had actually established a small endowment for its benefit. At the time of the incorporation of the Museum Association, he resolved to place in the hands of the trustees of the association a much larger fund for the endowment of a thoroughly-equipped art school. He died, however, before having completed the arrangement, and shortly after his death his son, the late Nicholas Longworth, proposed to the trustees of the Museum to carry out the wishes of his father. An arrangement was then entered into with the city of Cincinnati by which the



ART MUSEUM AND ACADEMY,

The Museum was Completed and Dedicated May 17, 1886; Cost, \$334,416;  
Charles W. West, Founder.

School of Design was transferred from the University to the Museum Association, whereupon Nicholas Longworth placed in the hands of the trustees, in fulfilment of his father's intention, investments and ground rents of the value of \$371,631.

The late Reuben Springer left the school, by will, \$25,000. During the lifetime of Mr. Springer there had been conferences between him and David Sinton on the subject of providing a suitable building in Eden Park near

the Art Museum, but nothing was definitely concluded before Mr. Springer's death. Subsequently Mr. Sinton offered to put up the building at an outlay of \$75,000. The ultimate cost of the school building being \$97,175.58, a part of Mr. Springer's bequest and also some of the income was added to the gift of Mr. Sinton.

The next gift to the school came in 1899 from Mr. and Mrs. M. E. Ingalls, in memory of their daughter, and is known as the Louise Ingalls Scholarship Fund. It amounts to \$10,000, so invested in a ground rent as to produce \$600 a year. The income from this fund is devoted to the aid of students. The object of these endowments is to provide so far for the running expenses of the Academy that it shall be necessary to charge only nominal fees of tuition. Accordingly, while the institution expends between eighty and one hundred dollars annually on each pupil, it charges only twenty-five dollars for a full season's tuition. The school, with its present equipment, is one of the most complete in the country, and affords opportunity for advanced work in the study of art as well as preparatory training for the beginner. If space were allowed, one might go into the interesting earlier history of the old School of Design, which was established here in January, 1869, as the first part of what afterwards became the Cincinnati University, under the will of Charles McMicken.

The Museum Association was incorporated, not merely to provide an art museum, but for the broader "purpose of establishing and maintaining in Cincinnati a museum wherein may be gathered, preserved, and exhibited valuable and interesting objects of every kind and nature, and for the further purpose of using the contents of said museum for education through the establishment of classes and otherwise, as may be found expedient."



**MELVILLE E. INGALLS,**  
**President Cincinnati Museum Association and Founder of**  
**the Technical School. (183)**



The growth of the collections, in the main, has been in the direction of painting, sculpture, and decorative art, including various art industries, and somewhat in the direction of ethnology. A plan was formulated last year for the inauguration of a natural history department, the execution of which awaits the receipt of funds required for that purpose.

A Natural History Museum, arranged and installed like the other departments of the Museum, will have an influence upon popular education that will be of great value to the city.

The Emma Louise Schmidlapp Building, about to be erected at a cost of \$100,000, will provide for the library of the Museum, containing books, prints, and drawings, photographs, or other reproductions of objects of art. Until the growth of these collections shall require the entire building, parts of it will be given to the exhibition of sculpture and other works.

To General A. T. Goshorn, director from the beginning until his death on the 19th of February, 1902, the Museum is indebted for its admirable organization.

#### EARLY HISTORY OF ART.

Of early art history the late A. T. Goshorn wrote:

" 1826, Prof. Eckstein, a native of Berlin, founded an Academy of Fine Arts and gave instructions in drawing and painting. Hiram Powers was one of his pupils.

" 1828, Frederick Franks opened a Gallery of Fine Arts.

" 1835, a second Academy of Fine Arts was organized by an association of artists; Godfrey Frankenstein, president.

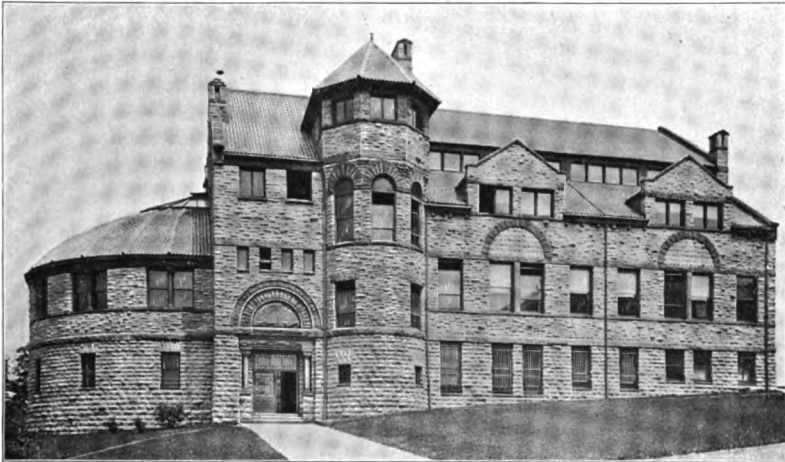
" The department or section of the fine arts in the Cincinnati Society for the Promotion of Useful Knowledge

was another short-lived effort in behalf of art culture.

"1855, a Gallery was projected by Mrs. Peter.

"The School of Design opened the first Monday in January, 1869. February 1, 1884, this School of Art and Design was transferred to the Cincinnati Museum Association."

The temporary quarters of the Museum, in the art



ART ACADEMY,

Occupied October 10, 1887; Cost, \$97,175; Joseph Longworth, Founder.

rooms of the Music Hall, were opened to the public on the 10th of February, 1882. The paintings, drawings, and other objects exhibited at that time were mostly deposited on loan. The chief motive in this, the first step toward the foundation of the Museum, was to bring the plan and intentions of the association prominently to the notice of the public. The collections were removed to their present quarters the last of December, 1885.

## TRUSTEES.

J. G. Schmidlapp, Nathaniel Henchman Davis, L. A. Ault, W. W. Taylor, M. E. Ingalls, E. C. Goshorn, R. H. Galbreath, Charles P. Taft, L. B. Harrison, D. H. Holmes. *Trustees on behalf of the city*—Julius Fleischmann, *Mayor*; Edward Goepper, William Von Steinwehr.

*President*, M. E. Ingalls; *Vice-President*, L. B. Harrison; *Treasurer*, W. W. Taylor; *Director*, J. H. Gest; *Secretary*, J. H. Gest; *Cashier*, Henry J. Koch.

## INSTRUCTORS.

Frank Duveneck, painting from life.

Thomas S. Noble, drawing and painting from life.

Vincent Nowotny, drawing and painting from life.

L. H. Meakin, drawing and painting from life.

J. H. Sharp, drawing and painting from life.

Caroline A. Lord, drawing and painting from still-life, etc.

Henrietta Wilson, drawing and painting from still-life, etc.

Kate Reno Miller, drawing and painting from still-life, etc.

C. J. Barnhorn, modeling.

William H. Fry, wood carving.

Anna Riis, china painting.

## CHAPTER XXII.

## UNIVERSITY OF CINCINNATI.

THE University of Cincinnati was organized in the Woodward High School building under the direction of Principal George W. Harper, in October, 1873.

There was a class of 15 in mathematics; one of 13 in chemistry and natural philosophy; one of 6 in Latin and Greek; two classes in French (29 students); and two classes in German, with 28 students; a total of 58, of which 40 were females.

The courses began where the high school instructions left off, and were strictly continuous of the high school courses. Sessions were held in the afternoons.

This arrangement was only temporary, as the proposed building on the McMicken homestead site had not been completed. In a few months, however, the academic department was regularly organized, and in September, 1874, three courses were offered, and there were appointed three professors, viz.: of mathematics and civil engineering; of Latin and Greek; and of physics and chemistry. During the year 1874-



CALEB KEMPER,

A Cincinnati School Teacher of 1792. 1875 work was carried on in the Third Intermediate School building on Franklin Street, a square away from the Woodward building. This year the School of Drawing and Design (see page 182) registered 405 students.

October, 1875, saw the north wing of the new (and at that time proposed to be permanent) building completed

and occupied by the academic department, with the three courses mentioned. Two instructors were appointed this year.

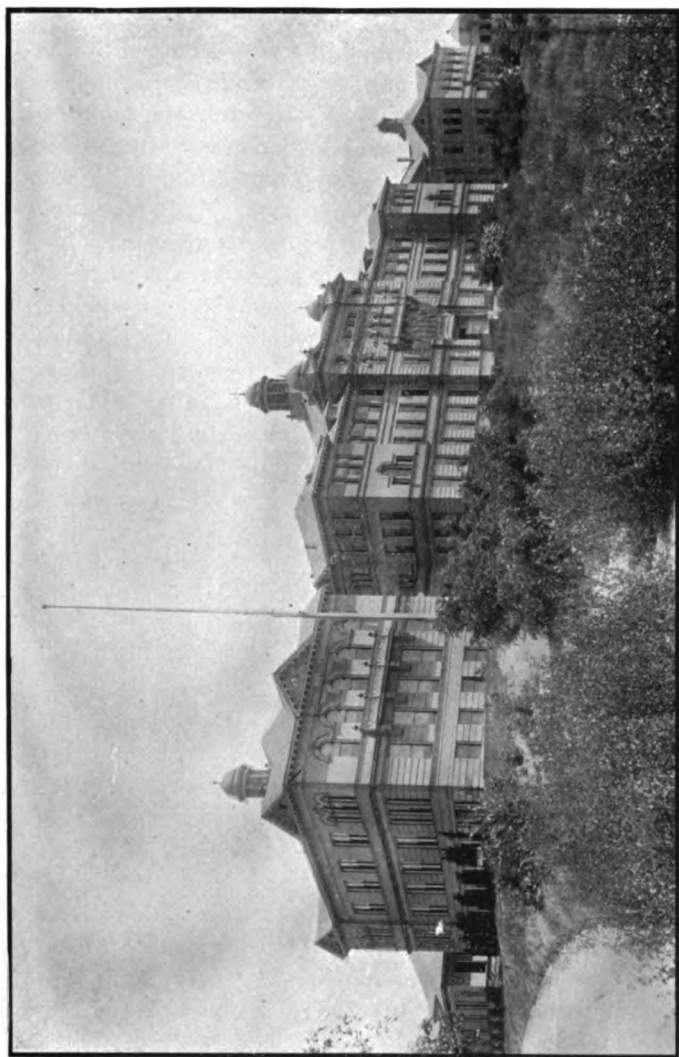
The will of Charles McMicken directed that the college buildings should be erected out of the rents and income of his estate, and on the premises on which he resided at the time of his death. More precise directions were added :

“The said buildings shall be erected on different parts of the said grounds, to-wit : That for the boys on the north, and that for the girls on the south of the road lately cut through the said grounds.

“And I direct that the plot of ground on which the college for the boys shall be built shall comprise not less than from five to six acres, and that on which the college for the girls shall be built shall comprise all below said road, which plot may, I suppose, contain about three acres.”

But the income of the estate proving insufficient to enable the directors to erect buildings and establish colleges, these provisions were not carried out. When at length the University was established, as the result of an effort to unite the several educational trusts of the city, an issue of bonds to the amount of \$150,000 was authorized by the General Assembly (April 27, 1872), “to provide for the buildings and apparatus necessary for such University.

Under this act bonds were issued, and a building erected for both boys and girls “on the south of the road (Clifton Avenue) lately cut through the grounds” of the McMicken homestead. This building was ready for occupancy in September, 1875, and was occupied a month later.



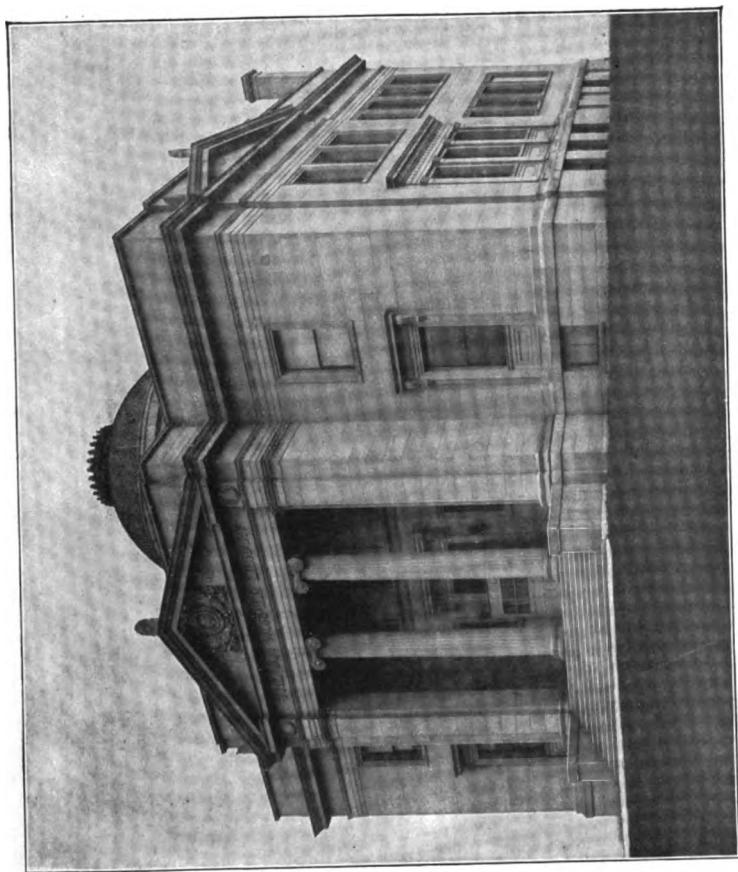
UNIVERSITY OF CINCINNATI.

Corner-stone of McKicken Hall (Center of Building) Laid September 22, 1894. Hall Occupied in September, 1895. The North Wing is Hanna Hall, the South Wing is Cunningham Hall (189)

For twenty years this building was occupied by the academic department, except from November, 1885, to June, 1886, when instruction was given in the building of the Hebrew Union College, No. 724 West Sixth Street, owing to the University having been gutted by a fire (which broke out in the laboratory).

It was soon evident that the homestead site was not suitable for a growing university. A narrow strip of land on a steep hillside offered no room for expansion, and the surroundings were not suitable. Application was therefore made to the Common Council, which passed an ordinance on September 20, 1889, directing the mayor to execute an agreement with the University by the terms of which buildings for university purposes might be erected and maintained on a tract of about 43 acres of land at the southern end of Burnet Woods. This agreement was executed October 22, 1889, and by its provisions the construction of the main building was to be commenced within three years.

The new site made possible under the agreement was eminently suited to the purpose. It was geographically well situated with reference to the city and the surrounding suburbs. The ground was high, with an unimpeded outlook on the west toward the hills above the Millcreek Valley, while northward stretched away the remaining one hundred and twenty acres of Burnet Woods Park, a fine, undulating tract of woodland, provided with good roads and footpaths. But there were legal obstacles, imposed by the will of Charles McMicken, which stood in the way of removal. A "certain proceeding (from the oration of Judge Samuel F. Hunt) was therefore instituted, under Section 6202 of the Revised Statutes of Ohio, to obtain the opinion and direction of the court as to whether the University could



**VAN WORMER LIBRARY,**  
**Gift of Asa Van Wormer. Completed and Occupied May 1, 1901.**  
**Free to Students and the Public.**  
**(191)**



be removed to the site in Burnet Woods Park, donated by the city of Cincinnati."

After a full hearing of the case, "the Circuit Court for the Judicial Circuit of Ohio decreed that the city and the directors were permitted, by the terms of the will of Charles McMicken, to expend such funds arising from the estate devised to the city, in trust, as might be necessary to erect buildings for the colleges in Burnet Woods Park, or upon other suitable grounds acquired, or which might be acquired for that purpose; that if such building or buildings be erected, the directors might maintain the colleges provided for by the will with the funds derived from the estate of Charles McMicken wholly in buildings erected in Burnet Woods Park, or they might, with such funds, maintain any part or departments of the colleges, or either of them, in the buildings so situated."

In March, 1893, the Supreme Court affirmed the decree of the Circuit Court.

By an act of General Assembly, passed on April 20, 1893, an issue of bonds was authorized, not exceeding \$100,000, to provide for the building and apparatus necessary for the University.

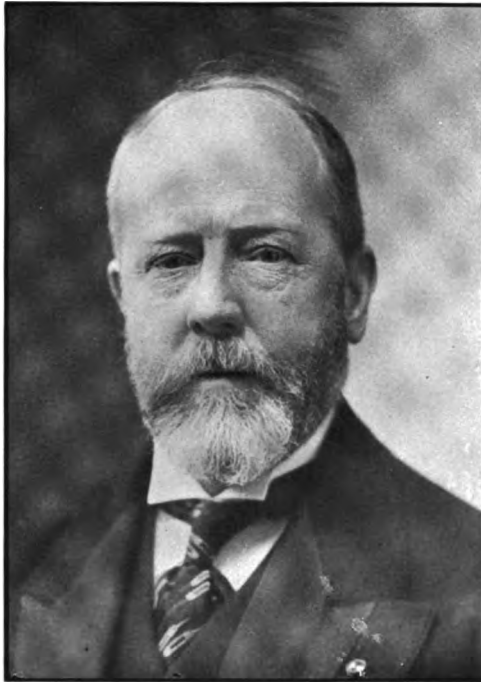
In the preceding year (April 12, 1892) authority had been obtained from the same source for the appropriation of public grounds for university purposes, and for an extension of time.

Everything being now arranged, the work proceeded. On September 22, 1894, the corner-stone of McMicken Hall was laid in Burnet Woods Park, and in September, 1895, the building was ready for use, and was occupied by the academic department.

In the same year Henry Hanna gave \$45,000 to build the north wing, known as Hanna Hall. Mr. Hanna later added \$4,091.07 to complete the building, and in 1896 he

provided \$20,000 to fit and furnish Hanna Hall for the departments of chemistry and civil engineering.

In 1898-99 Briggs S. Cunningham erected the south wing of the University building, at a cost of \$60,000.



FRANK J. JONES,

Director of the University and Founder of the  
Jones Prizes for English Orations.

This wing, named Cunningham Hall, is occupied by the departments of physics and biology.

In 1898 Asa Van Wormer gave 1,000 shares of stock

[13]

of the Cincinnati Street Railway Company (par value, \$50,000), the proceeds of which were to be expended in the erection of a library building. This building stands south of Cunningham Hall, and is known as the Van Wormer Library. It was completed and occupied May 1, 1901.

In the summer of 1901 \$22,500 was given by an anonymous benefactor, through M. E. Ingalls, to be expended in the construction of a building adapted to shop work, as part of the equipment of the College of Engineering. The building was at once begun.

The University also acquired, by gift, the equipment of the shops of the Technical School of Cincinnati, and before the present year (1902) ends, the College of Engineering will be in possession of an extensive and substantial shop structure, fully equipped with tools and machines.

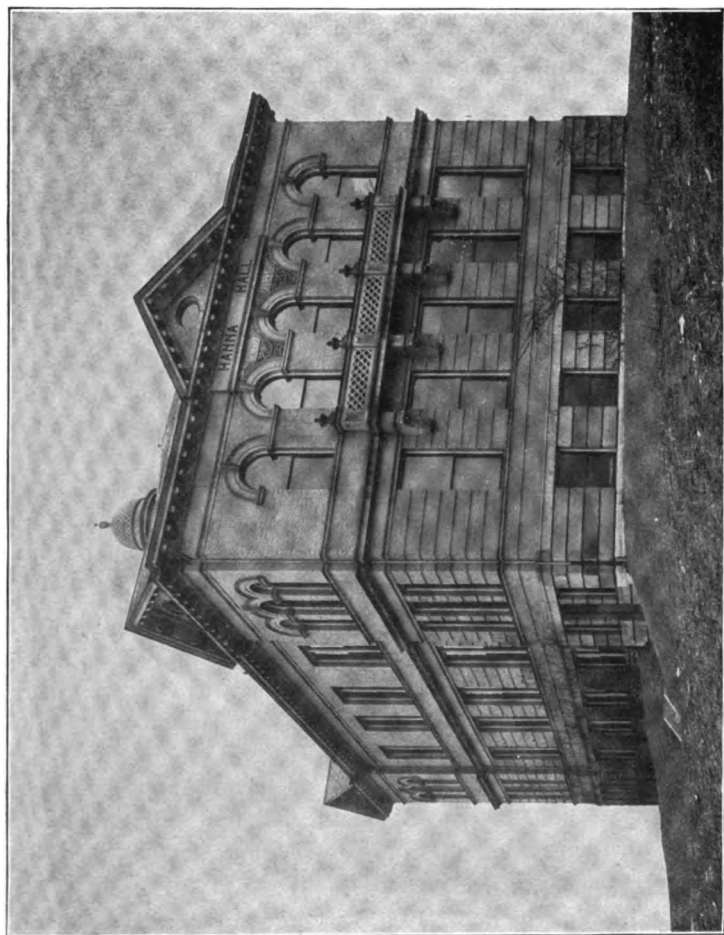
#### BENEFACTORS OF THE UNIVERSITY.

Besides Charles McMicken, Henry Hanna, Briggs S. Cunningham, Asa Van Wormer, John Kilgour, and the Astronomical Association, the persons named below have contributed to the endowment or to the equipment of the University:

In 1873 Julius Dexter (attorney and capitalist) gave \$1,000 as an endowment for the Observatory, the interest to be used for its support.

During his life Joseph Longworth (horticulturalist and grape grower) gave to the city, for the support of the School of Design, then a part of the University, \$100,000.

In 1875 Prof. S. Lilienthal, of New York City, in memory of his son, a talented mining engineer, gave a collection of minerals, with the inscription, "Donated by Benjamin Lilienthal."



HANNA HALL.

(195)

In 1831 Mrs. Nannie Fechheimer, of this city, gave a geological and mineralogical collection, in memory of her husband, Marcus Fechheimer.

The late Rev. Samuel J. Browne bequeathed \$150,000 to establish a university. But his will was set aside, and his heirs, by an agreement, gave \$1,000 to the Cincinnati Orphan Asylum, \$1,000 to the Widows' Home, and a certain amount of property for educational purposes, of which the Lane Theological Seminary received one-third and the University two-thirds, to be known as the "Browne Endowment Fund." At present the Board holds, invested in bonds, \$17,650, and uninvested \$2,516.01. The interest only is to be expended.

Matthew H. Thoms (attorney and student) died 1890, and bequeathed property valued at \$130,000. Heirs having proceeded to test the will, a compromise was agreed upon, by which they received \$20,000.

In 1891 A. G. Wetherby, a former professor of natural history, gave a collection of specimens valued at more than \$2,000.

In 1892 Frank J. Jones (attorney-at-law and president Little Miami Railroad Company) founded a prize consisting of \$40, to be awarded annually to that member of the senior class of the academic department who shall write and pronounce an English oration in the best manner. In 1901 he founded a second prize of \$20. Both of these prizes are established upon a permanent endowment, a lot on Central Avenue opposite Dayton Street having been deeded December 19, 1901.

In 1894 the late Laura Seasongood bequeathed \$800, and there is established "The Laura Seasongood Alcove," for which books are purchased with the interest derived from the legacy.



**MATTHEW H. THOMS.**

Matthew Hueston Thoms, who gave his fortune to the University of Cincinnati (see page 196), was the second son of William Thoms, a Scotchman, who married Elizabeth Martha Hueston, daughter of Col. Matthew Hueston, of Butler County, Ohio. Mr. Thoms was graduated at Yale and at Harvard Law School. He never married. He died in Cincinnati, December 15, 1890. Mr. Thoms' father was a native of Blair-Gowrie, a village near Perth. The subject of this sketch lived the life of a student. He is buried in Spring Grove Cemetery.

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**AMOR SMITH, JR.,**

**Mayor of the City of Cincinnati for Two Terms, from 1885 to 1889.**

**Director (Ex Officio) of the University of Cincinnati**

**(1968)**

**During Those Years.**

In 1897 Christian Moerlein (the brewer) gave \$1,000 for equipping the department of physics.

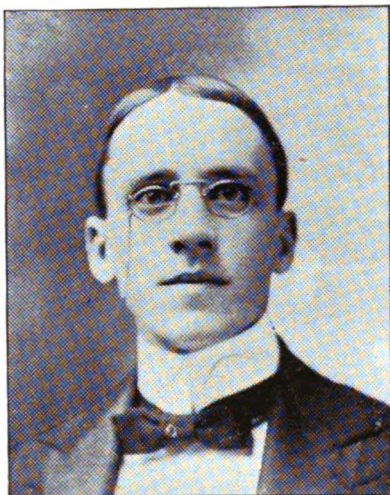
In 1898 W. A. Procter, president The Procter & Gamble Co. (soap manufacturers), gave the Robert Clarke Library, consisting chiefly of Americana, and numbering 6,759 volumes. In 1899 he gave the Enoch T. Carson Shakespeare Library, comprising, together with a collection of books on the drama, 1,420 volumes; in 1900, the chemical library of T. H. Norton (992 volumes).

In 1898 Lewis Seasingood (capitalist) gave \$500 to the Latin department, for equipping an alcove in the library with the latest Latin and Semitic works.

In 1898 Charles F. Windisch (the brewer and director) gave a collection of 500 micro-photographs of snow crystals.

In 1899 David Sinton (capitalist and manufacturer) gave \$100,000, and thus founded the Sinton Chair of Economics and Civics.

In 1899 the Endowment Fund Association, consisting of alumni of the University, established the Cornelius



DR JOHN LEWIN MCLEISH,  
Hughes. 1890, Princeton, 1894.  
Author of "Iturbide."



George Comegys Scholarship, with a \$50 stipend, in honor of the late Dr. Comegys.

In 1901 the sum of \$5,000, made up of contributions from many persons, was expended in grading and fitting the grounds of an athletic field.

The Cincinnati Historical and Philosophical Society recently began negotiations to transfer their collections of materials to the fire-proof library building. These plans are now fully matured, and the collections housed in the Van Wormer Library.

C. T. Webber gave a portrait in oil of the poet Joaquin Miller; the Rev. P. Robertson, a portrait of the poet Burns.

Other gifts: A model stamp machine for crushing gold-bearing quartz, given by the Lane & Bodley Co.; a twenty horse-power Westinghouse gas engine, given by the Cincinnati Gas Light and Coke Company.

#### ENDOWMENT OF THE UNIVERSITY.

The following table shows total endowment and all sources of revenue:

Real estate (and income) Charles McMicken, \$700,000.

Buildings, apparatus, furniture, etc., paid for by bonds, \$178,411.

Cincinnati Astronomical Society (instruments, etc.), \$8,000.

Real estate John Kilgour, \$10,000.

Cash John Kilgour, \$11,000.

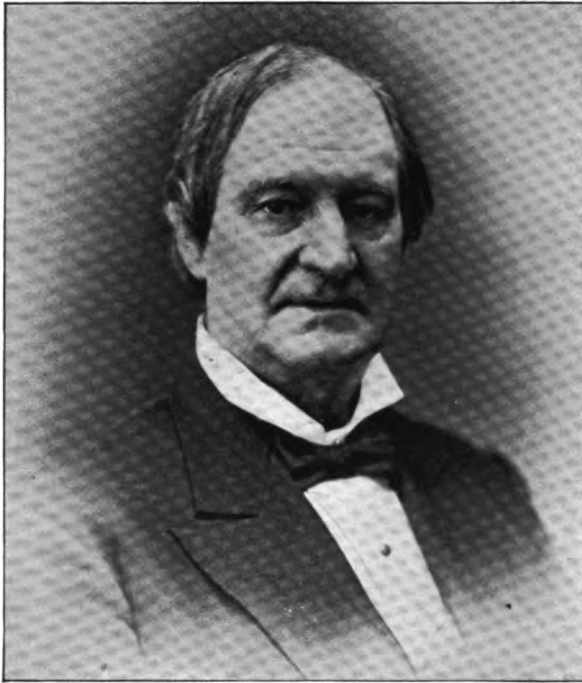
Endowment for Observatory Julius Dexter, \$1,000.

The Browne endowment, \$20,166.01.

Devise of Matthew H. Thoms, \$130,000.

Gift Henry Hanna, \$49,091.

Gift Henry Hanna, equipment Hanna Hall, \$20,000.



**ALPHONSO TAFT,**  
**A Woodward Trustee, 1852-1876; Chairman University**  
**Board, 1881-1882, When He Was Appointed**  
**Minister to Austria. (199)**

Gift Laura Seasongood, \$770.

Gift Briggs S. Cunningham for erection and equipment of Cunningham Hall, \$60,000.

Gift Asa Van Wormer, \$50,000.

Gift W. A. Procter (Robert Clarke Library), \$50,000.

David Sinton, \$100,000.

Gift for erection of shops for College of Engineering and Technical School, \$22,500.

Gift equipment for shops, \$50,000.

Gift funds for athletic field, \$5,000.

Tax levy for 1900, \$57,699.12.

Less sinking fund and interest on bonds, \$7,546.

Net revenue from taxes for support of the University and Observatory, \$50,153.12.

Which, capitalized at three per cent., represents an endowment of \$1,671,771.

Total endowment, 3,136,709.01.

#### PERSONAL.

Charles McMicken, trader and merchant; Henry Hanna, capitalist; Briggs S. Cunningham, banker; Asa Van Wormer, merchant and shipper (butter and eggs); John Kilgour, president Cincinnati Street Railway Co., also Telephone Co.

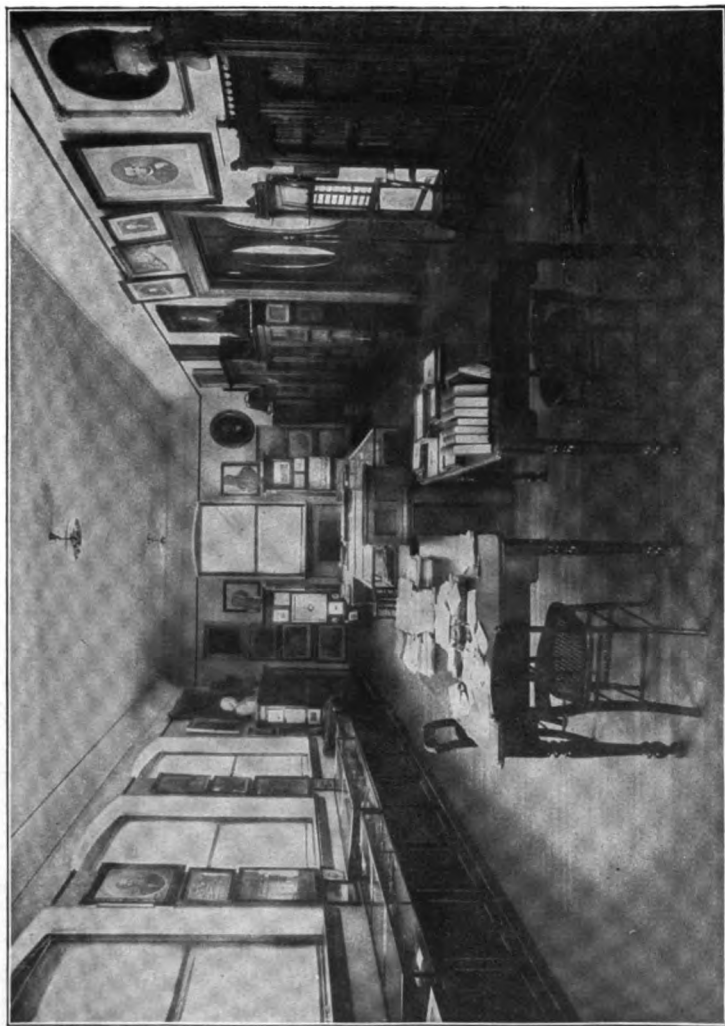
### CHAPTER XXIII.

#### HOWARD AYERS.

THE following is from the 29th annual report of the Board of Directors:

*To the Honorable the Board of Trustees of the University of Cincinnati:*

GENTLEMEN—Your committee appointed to recommend a fit and competent person for the presidency of the



HISTORICAL SOCIETY ROOM, VAN WORMER LIBRARY.

(201)

University beg leave to recommend Professor Howard Ayers, B. S., Ph. D., for that office. Dr. Ayers was born in 1861 in Olympia, Washington Territory. While he was still an infant his father, a hardware merchant, moved from Olympia to Fort Smith, Arkansas, where young Ayers received his primary and secondary education in the common schools and high school of that city. His father sent him to Michigan University, where he took a scientific course, and developed a strong taste for biology and kindred subjects. He left Ann Arbor after three years' stay and went to Harvard, where he found better opportunities for biological study. He was graduated from Harvard in 1883 with the degree of Bachelor of Science and with the highest honors of his class. While at Harvard he won the first Walker prize, offered by the Boston Society of Natural History, and open to contestants from all parts of the world for the best scientific memoir. After receiving his degree he went abroad, and studied for two years at the Universities of Heidelberg, Strassburg, and Freiberg. At Freiberg he obtained the degree of Doctor of Philosophy *magna cum laude*. Subsequently he pursued his studies and work of original research at the Marine Zoological Station of Vienna University at Trieste, and at the Station Maritime of the University of Paris at Banyal-sur-Mer, France, and attended lectures at the College de France and Sarbonne.

On his return to the United States he became instructor in biology at the University of Michigan for one year. The next year he was called to Harvard, where he taught for two years both in the University proper and in Radcliffe College. In 1889 he was appointed director of the Allis Lake Laboratory of Biology at Milwaukee, succeeding C. O. Whitman, now the head of the department of biology in Chicago University. He remained for four years at the head of the Lake Laboratory, an institution founded by Mr. Allis, a wealthy gentleman of Milwaukee, for original biological research. Mr. Allis then transferred his laboratory work to Menton, and invited Dr. Ayers to take charge of it. The offer was



**HOWARD AYERS,**  
**President University of Cincinnati. Elected May 15, 1899.**

(203)

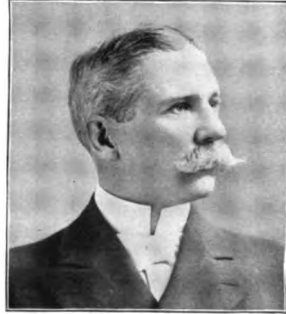
declined. In the fall of 1893 Dr. Ayers was called to take the chair of biology in the University of Missouri, at Columbia, Mo. This is an institution with some sixty members of the faculty and about eleven hundred students. Dr. Ayers became a member of the academic, the medical, and the agricultural faculties. He reorganized the department of biology, and has made it one of the prominently successful departments of the University. Since his graduation at Harvard Dr. Ayers has published many memoirs on biological and kindred subjects, in English, German, and French. He is an active member of the leading scientific societies of the country and of many in Europe. Since 1889 he has been continuously in charge of biological research at the Marine Biological Laboratory at Wood's Holl, Mass.

While in Europe he gave special attention to the methods of education prevailing in the German gymnasia and universities. Since he became professor in the University of Missouri he has had much opportunity to show his capacity for guiding the policy of that university in raising the standard of collegiate education and improving its methods. He has impressed his colleagues and the governing body of that institution as a leader of men. He is always selected by them to represent them in their dealings with the public, and has spent much time visiting the high schools and other preparatory schools of the State in a successful effort to secure more thorough secondary education. As an active and leading member of three faculties, he has had much to do in bringing about progressive changes in the curricula and methods of study. It is the unanimous verdict of his colleagues with whom he has been associated for the last six years that he possesses the executive and administrative faculty in a high degree. He is a man of fine physique, of tremendous energy, and unwavering fixity of purpose. His ideals of education are high and broad, and he is ambitious to realize them. When at the University of Michigan and at Harvard he was a member of the university foot ball teams, and he rowed on the class crew at the latter place. This experience has given him an open

sympathy with the student boy, and as a consequence he wields more influence with them than any other member of the faculty. He is a forcible, lucid, and direct speaker, and is generally chosen to speak for the University at public meetings and elsewhere.

Dr. Ayers' position in the very front rank of biologists in this country has already been won, though he is but thirty-eight years of age. His power and capacity as the executive head of a great university is yet to be proven by the fact, but we believe from the evidence which we have been able to accumulate that he has in him the elements which insure his becoming a great educational leader and administrator.

Your committee have had personal interviews with Dr. Ayers, and have discussed with great candor the situation. Dr. Ayers is inclined to think that your Board should pay to one worthy of the presidency, in order that he may be as useful as possible, the annual salary of \$6,000. After consultation with the heads of several Eastern universities, we can not advise the Board at the outset to pay to a new president a larger salary than \$5,000. If he shall prove to be successful, and shall build up the University as we hope, we feel assured that your honorable Board will show yourselves not to be niggardly in recognizing his worth by increasing his compensation. If your Board shall be pleased to approve of your committee's recommendation, we advise that the salary of Dr. Ayers begin with the first day of July, 1899. We so advise because we think it but fair thus to make provision for the necessarily heavy expenses of moving a large family from Columbia to Cincinnati and settling them in a new home.



BRENT ARNOLD,  
Director University from  
1892 to 1902.



We therefore respectfully report to the Board that it adopt the following resolution :

*Resolved*, That Professor Howard Ayers, B. S., Ph. D., of the University of Missouri, be invited to become the president of this University at a salary of \$6,000, the same to begin July 1, 1899, and that the Secretary of the Board be directed to transmit a copy of this resolution to Professor Ayers with the request that he make answer hereto as soon as he can conveniently.

Respectfully submitted,

WM. H. TAFT,	} <i>Committee.</i>
OSCAR W. KUHN,	
FRANK J. JONES,	
E. W. HYDE,	
CHARLES A. L. REED,	

This was submitted May 15, 1899. Dr. Ayers was immediately elected and took charge in July.

## CHAPTER XXIV.

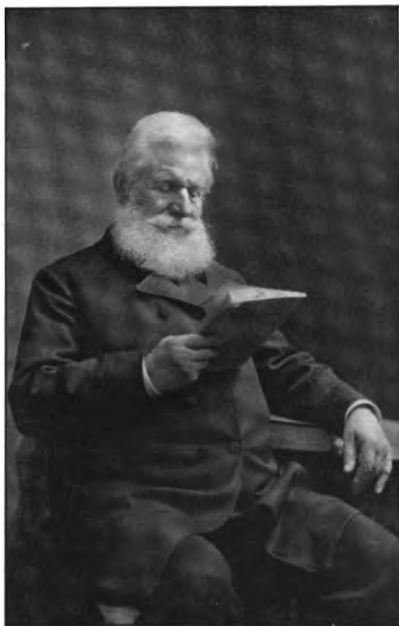
### THE OBSERVATORY.

THE Cincinnati Astronomical Society, founded in 1842, was the first institution to surrender its property for the benefit of the University.

The agreement between the society and the city is contained in the first annual report March 1, 1872 :

The property on Mt. Adams, which was donated by the late Nicholas Longworth for an observatory, having become unsuitable for that purpose, his heirs have joined with the Astronomical Society in an agreement to give and convey the ground to the city, upon the specific trust that it shall be leased or sold, and the proceeds

applied toward endowing the School of Drawing and Design, which is now established in connection with the University; the city agreeing, as a condition of the gift, to sustain an observatory, also to be connected with the University. To enable the city to comply with the latter engagement, Mr. John Kilgour has agreed to give four acres of land as the site for a new observatory, and also the sum of ten thousand dollars for building and equipping it. The Astronomical Society also gives to the city, for the same object, the equatorial and other instruments, with all the apparatus and astronomical records and books belonging to the present observatory, the latter valued at \$8,000.



J WILLIAM LUHN,  
Chairman Committee on Observatory  
(1902) and a Spectator at the First  
Dedication, November 9, 1843.

Mr. Kilgour gave the land (value \$10,000) and \$1,000 additional. Later he gave \$10,000 more for the building. Julius Dexter gave \$1,000 the same year.

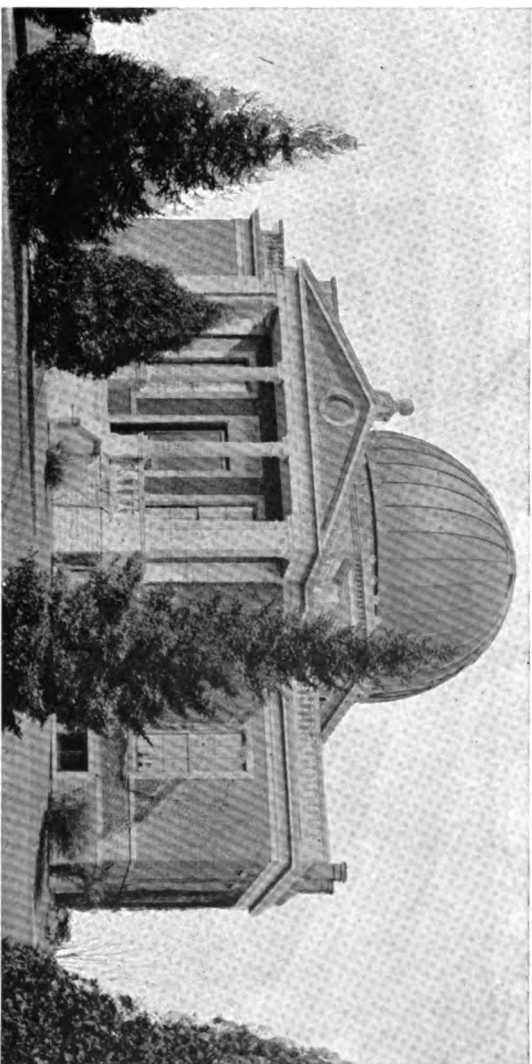
The original observatory was located on Celestial

Street, Mt. Adams, where now stands the Monastery of the Passionist Fathers. It was a stone structure, and was finally condemned by the city as unsafe, although only completed in 1844. Prof. O. M. Mitchel, of the Cincinnati College, was the first director, remaining up to 1860, when he took charge of the Dudley Observatory, Albany, N. Y.

The corner-stone of the first building was laid November 9, 1843 by Ex-President John Quincy Adams, then over 77 years of age. Prof. Mitchel raised the money through organizing a stock company (shares \$25) and had great trouble in getting the amount needed, \$10,000. However, he purchased in Munich, for \$10,000, the present telescope and made a success of his enterprise.

As the city grew, dust and smoke annoyed the astronomers, and the building was far from satisfactory, hence the removal to Mt. Lookout. When the present building was erected (1873) the original corner-stone laid by Mr. Adams was relaid in it. Prof. Mitchel (who became a noted general during the war) was on this occasion honored as the founder of the Observatory.

The object glass of the present telescope is 11 inches. It was originally 12, but was reground some years ago and reduced in size. March 24, 1902, the University Board decided to purchase a 16-inch telescope, and on April 10th of the same year a contract was made with Alvin Clark & Sons, of (Boston Mass.) Cambridgeport, to complete, in two years, the new instrument. The price to be paid is \$9,500. J. Wm. Luhn, chairman of the committee on observatory (1902), as a lad of 19 years heard John Quincy Adams' dedicatory speech of November 9, 1843. Speaking (1902) of the dedication, Mr. Luhn said: "I recall the occasion very well, but I could not understand Mr. Adams, as my knowledge of English



THE CINCINNATI OBSERVATORY.

Founded by O. M. Mitchel in 1843; Removed to Mt. Lookout 1873; Endowed by John Kilgour  
(Four Acres of Land and \$21,000) and by Julius Dexter (\$1,000). (209)

was very limited at that time. To Mr. Luhn's efforts it is mainly due that the new instrument has been arranged for. The Observatory is supported by a levy of .03 of a mill on all taxable property of the city.

Besides Prof. Mitchel there have been the following directors :

Henry Twitchell, 1860-1861.

Cleveland Abbe, 1868-1870.

Armand Stone, 1875-1882.

Herbert C. Wilson (pro tem), 1882-1884.

Jermain G. Porter, 1884-1902.

Everett I. Yowell, assistant director, February, 1893, to March 1, 1901.

NOTE.—"Mt. Adams" has been so called ever since the first Observatory was dedicated, that is, since November 9, 1843. At that time only seven families lived there, and the region was a barren stonequarry.

## CHAPTER XXV.

### CHARLES MC'MICKEN.

CHARLES McMICKEN, founder of the University of Cincinnati, was of Scotch ancestry. His grandfather brought two sons to this country in 1732, and settled upon a 700 or 800 acre tract of land in Bucks County, Pa. On a farm of this land Charles was born November 23, 1782. His schooling was limited, and he never became a scholar as that term is used. He studied civil engineering and taught a country school for several months, but he was practically a farmer boy.

## LEAVING HOME.

One day while plowing he turned up a bumble-bees' nest. The insects stung him severely and caused his team of horses to run away. Both horses were injured by the plow, and his father reprimanded him for allowing them to escape. His elder brother Andrew joined in blaming Charles for the accident, which, according to Charles, was unavoidable. The father sided with Andrew



RANKIN D. JONES,  
Graduate of Hughes  
in 1864.

and in his discomfiture Charles expressed a desire to leave home. His father said if he did leave, he could have a horse, saddle, and bridle, or \$100 in cash, according to a custom of that day. Charles chose the former and set out for the West. Accounts differ as to how he came West. Some say he sold the horse in the neighborhood and came across the mountains by stage. Others say he rode the horse through. At any rate he seems to have reached Chilli-

cothe, O., where he followed for several months the business of civil engineering. In the spring of 1803 he reached Cincinnati with a horse, saddle, and bridle, which outfit he sold. John Smith, then United States Senator from Ohio, employed him as a clerk, and soon Mr. McMicken decided to trade with New Orleans on his own account. He loaded two flat boats with flour and reached New Orleans (this was before the Louisiana purchase had been made). He tied his boats above the city to save wharfage, and on returning found they had both sunk, only his horse remaining. He had lost all but three eleven-penny bits.

New Orleans then had eleven stores. Nine of these refused him employment, but at the tenth he was engaged. After six months he left, being paid \$80 per month, with a suit of clothes additional. He resumed employment at increased wages, and from then on prospered. Soon he went up the Mississippi to Bayou Sara, near what is now the town of St. Francisville (then New Valencia), a region of cotton fields. There he engaged in cotton shipping and general merchandising till 1837, when he seems to have become wealthy. From 1837 his time was given to caring for his property. He acted also as a promoter and backer to some extent of large enterprises. It is noteworthy that his first cotton venture failed and lost him his all. James Clay, a brother of Henry Clay of Kentucky, failed and pulled down Mr. McMicken, who, however, regained his standing in a short time. In 1837 Mr. McMicken left Bayou Sara, returning to New Orleans.

#### A CINCINNATI PURCHASE.

The northeast corner of Third and Main was his first real estate purchased in Cincinnati (1835), but he made additions and finally owned about half a million dollars worth of land in this city and vicinity. He also purchased land in Louisiana, Texas, Missouri, Kentucky, Illinois, and elsewhere.

In 1835 he came here to board; after that he uniformly left New Orleans in March, coming to Cincinnati, where he remained until June. July and August he spent at the Eastern summer resorts, returning here in September, then going to New Orleans in November for the winter.

#### THE McMICKEN HOMESTEAD.

The McMicken homestead on McMicken Avenue, near Elm, was built by John F. Keyes in 1819, and purchased



**CHARLES McMICKEN,**  
**Founder University of Cincinnati, also Founder of "Ohio" in Liberia.**  
**Farmer, School Teacher, Cotton Trader, Financier, etc.**

(213)



by Charles McMicken in 1840 from the administrator of Luman Watson, Mr. McMicken's nephew. Andrew McMicken lived there a number of years, and Charles made this his home during the late part of his life. This property was specially bequeathed to the city for educational purposes, and was designated as the site for the academic buildings. In this house Mr. McMicken died.

#### THE WILL.

His will contained thirty-nine sections. After remembering his numerous friends in the bestowment of legacies and annuities—not in large sums, believing, as he did, that every one should be self-reliant—he makes provision for the founding of two colleges, one for each of the sexes; and should the funds at length justify, an establishment for orphans on a most admirable plan, and one breathing forth a most benevolent spirit. It provides for the maintenance, clothing, and education of those unfortunate ones who should be bereaved of both father and mother. This educational scheme had long been the single object of his life. On unfolding it, as he said, for the first time to his intimate friend, Freeman G. Cary, he informed him that he had labored since early manhood for its accomplishment. Opening his will, about a year before his death, he attempted to read it to him, but before he had completed the first paragraph his feelings choked his utterance, and with eyes suffused with tears he handed it to his friend, requesting him to read. It is as follows:

“Having long cherished the desire to found an institution where white boys and girls might be taught not only a knowledge of their duties to their Creator and their fellow-men, but also receive the benefit of a sound, thorough and practical English education, and such as



THE OLD McMICKEN HOMESTEAD, WHERE CHARLES McMICKEN DIED.

(215)

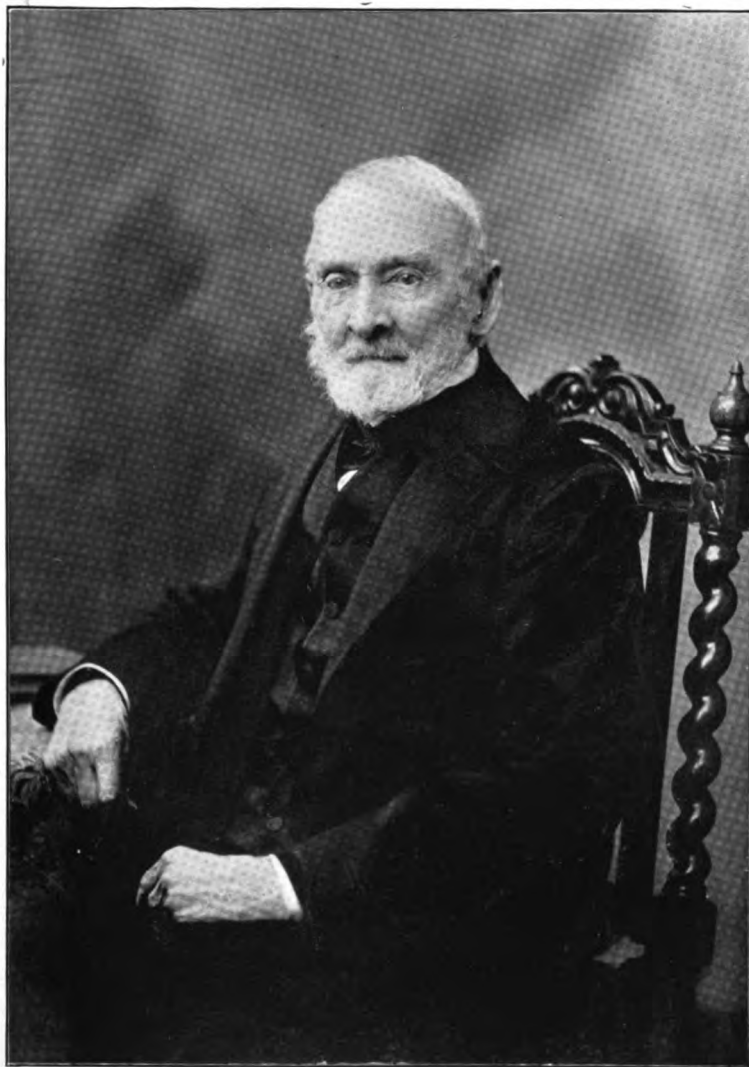
might fit them for the active duties of life, as well as instruction in all the higher branches of knowledge, except denominational theology, to the extent that the same are now or may hereafter be taught in any of the secular colleges or universities of the highest grade in the country, I feel grateful to God that through his kind providence I have been sufficiently favored to gratify the wish of my heart."

#### THE LEGAL CONTEST.

Mr. McMicken's will was executed September 22, 1855, and probated April 10, 1858. The executors were: Wm. Crossman; Freeman G. Cary; John C. Chenoweth; Wm. M. F. Hewson; Wm. Woodruff; and Andrew McMicken.

At this time (1858) the probate of a will so public-spirited and philanthropic was a rare occurrence. The document was evidently modeled after the great will of Stephen Girard, of Philadelphia, the founder of Girard College.

Many nephews and nieces here, in New Orleans, and elsewhere were greatly disappointed by this will, and they immediately resorted to the court to defeat the "long cherished desire" of their uncle. A large part of the realty devised to the city was in New Orleans, La., where the civil law was in vogue. According to the established principles of that system of law, a devise to a municipal corporation in trust for even the foundation and maintenance of a college was invalid (15 La., An. 154), and thus property to the value of nearly half a million of dollars was lost. Some of the New Orleans relatives of Mr. McMicken now sought to have the will, so far as the Cincinnati property was concerned, also declared void on the ground that the city was incapable



**HENRY HANNA,**  
**The Donor of Hanna Hall, University of Cincinnati. (217)**

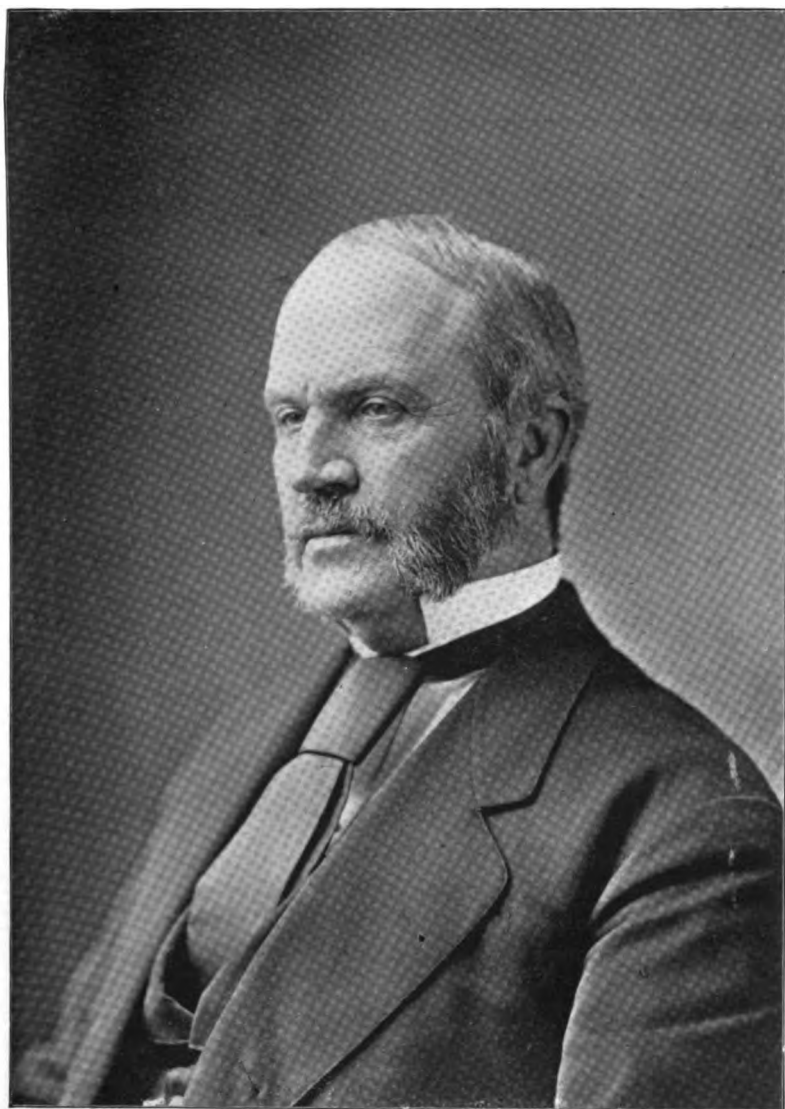
of taking and executing the trust, and because of the terms of the will no alienation of the property was allowed.

This case (*Perin et al. vs. Carey et al.*, executors of Charles McMicken, 24 Howard, 463) was carried to the Supreme Court of the United States, before which tribunal it was successfully argued on behalf of the City of Cincinnati by three eminent lawyers, Messrs. Aaron F. Perry, Alphonso Taft, and George E. Pugh. The decision was made in 1860.

The income derived from the McMicken property was inadequate to carry out the intentions of the generous testator; if his hopes were to be realized the City must assist, or other citizens must emulate the noble example of the deceased benefactor. Both courses were adopted. In 1870 a law was enacted, establishing a Board of Directors of the University of Cincinnati, thus changing the name from McMicken University, and authorizing the board "in the name and behalf of the City" to "accept and take any property or funds heretofore or hereafter given to the City for the purpose of founding, maintaining, or aiding a university, college, or other institution for the promotion of free education," and the Board of Education was given authority to make a levy not exceeding one-tenth of a mill for its support.

#### DEATH OF CHARLES McMICKEN.

The character of Mr. McMicken was no less marked in his last illness, contracted on board the boat on his return from New Orleans. For a number of days there seemed to be no cause for alarm. But his disease, which was pneumonia, soon assumed a most malignant type, and threatened a fatal termination; and he early became satisfied that his sickness was unto death, yielding him-



DR. C. G. COMEGYS,  
Chairman University Board from June 16, 1890, to February 10, 1896.

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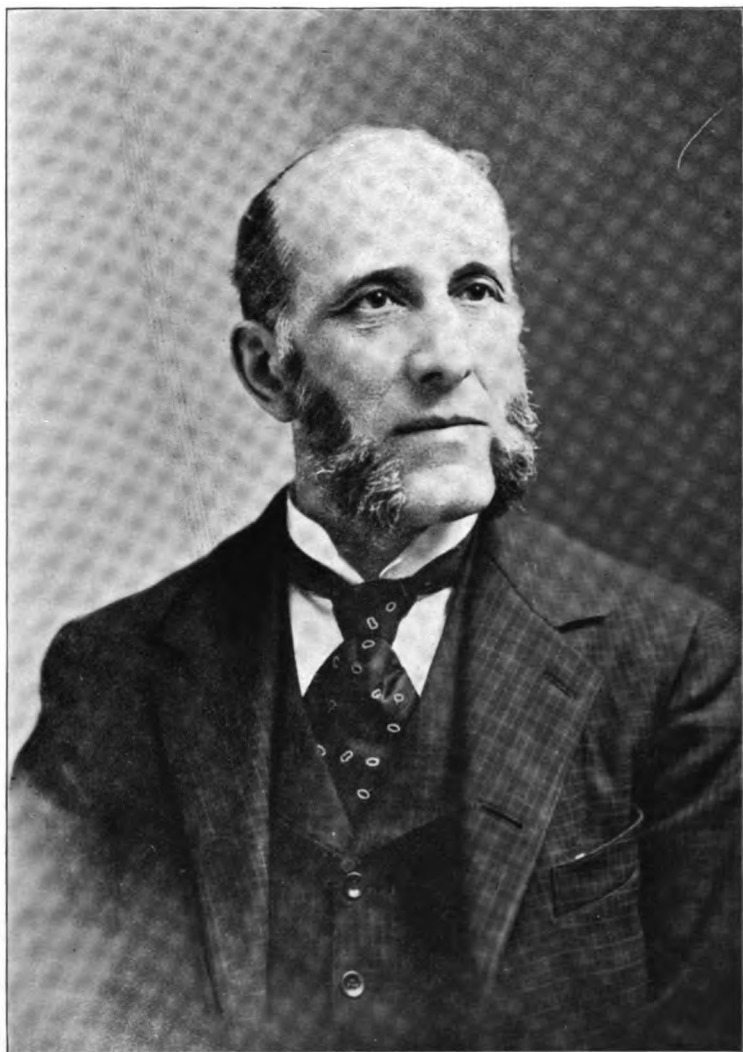
self fully to the impression that the time of his departure was at hand. His mind was unclouded amid the most intense suffering even to the last moment; not a murmur or complaint escaped his lips. To an intimate friend, asking him if he desired to recover, he calmly replied: "I shall soon have to go anyway; and if it please the Lord, I am ready to go now."

"He seemed like one satisfied that he had finished his work on earth, and made his peace with God through the only Savior of sinners. He made no mention of his worldly matters during his entire illness. In his last moments he was attended by the Rev. J. F. Wright, who asking if he should unite in prayer, he nodded assent; and after a short petition was offered he immediately yielded up his spirit into the hands of his Redeemer, on the 30th day of March, 1858, in the seventy-sixth year of his age."

Mr. McMicken is buried in Spring Grove Cemetery under a shaft which bears the following: "In memory of Charles McMicken, the founder of McMicken University. Born Nov. 23, 1782. Died March 30, 1858."

The monument was erected by the Board of Directors, who in November, 1866, decided that \$5,000 should be thus expended. June 18, 1868, it was advertised for and a few months later was in place. The heirs objected to the body being removed to a more conspicuous place, so the intentions of the Board were defeated to a certain extent.

Some say that Mr. McMicken was once a member of the Methodist Episcopal Church, and was uniform in his attendance on the ministry of the word and the ordinances of religion. At the time of his death, however, he owned pew 75 in the Ninth Street Baptist Church (of this city), which he left his heirs. These to-day assert that he was a Baptist, and not a Methodist.



**P. V. N. MYERS,**  
**Professor University of Cincinnati, 1891-1900; Dean, 1895-97;**  
**President Farmers' College, College Hill, O., 1879-91.**

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## QUIET AND RESERVED.

Mr. McMicken was quiet and retiring in disposition. He took no interest in politics, except national issues, and very few knew him intimately. It is questionable whether any one knew anything about the details of his business or the leading purpose of his life. He was entirely self-reliant, rarely, if ever, consulting an attorney, making his own bargains, examining titles for himself, and never speaking of his property or its extent even to his most intimate friends. In his deeds of charity, which have been more numerous than the world will ever accredit to him, there was no ostentation.

## OHIO IN LIBERIA.

Some time during the year 1848 the American Colonization Society made an appeal in behalf of free labor tropical cultivation by the purchase of a large tract of land on the coast of Africa. In April of the same year it was suggested, through the Cincinnati papers, that an effectual blow might be struck at the slave trade by a liberal provision being made for the settlement of a colony of free colored people from this and adjoining States to the Republic of Liberia.

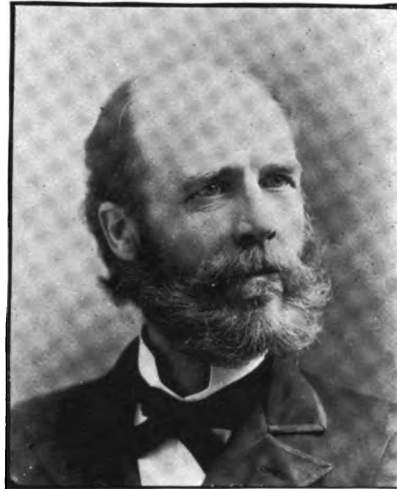
The measure was responded to by Mr. McMicken. President Roberts, of Liberia, on reaching the United States, shortly after the plan of Mr. McMicken had been announced, gave to it his decided approval. McMicken promptly remitted ten thousand dollars, which he had pledged. *Ohio in Africa* (8,000,000 acres) was purchased with these funds, and was expressly designed for the colored people of Ohio, Indiana, and Illinois.

Mr. McMicken, from time to time, made liberal donations to other objects, and a few years before his death he subscribed ten thousand dollars for the endow-

ment of the professorship of agricultural chemistry in Farmers' College (College Hill, O.)

#### PERSONAL INCIDENTS.

Wm. McMicken is described as a man 6 feet in height, of massive build, weighing 254 pounds. He had a very open countenance, firm, square jaws, and his will was inflexible. He never married. A story he told his relatives shows that he once contemplated marriage to a Southern girl. He, however, neglected to write for a couple of years, and finally decided to pay her a visit. On horseback he started through a Louisiana swamp, but lost his way. For several days he wandered aimlessly about, and his supply of food became entirely exhausted. At last he became so weak he could



WILLIAM O. SPROULL,

Professor of Latin and Arabic, University of Cincinnati, 1880-1900;  
Dean from 1893 to 1894.

scarcely ride, and while in that condition he killed a number of snakes, which he hung across his saddle, determined to eat them rather than to die of starvation. Finally he gained the road, and at last reached the home of his sweetheart. The arrival was in the evening, and the house was brilliantly lighted. Tying his horse, Mr.

McMicken entered the door, to be met by the young lady herself. She had just been married. Introducing her husband, she said: "Had Charles McMicken arrived two hours sooner I would have married him."

The young couple prospered, and it was at their home in the East, at Paterson, N. J., that Mr. McMicken always paid a visit during the summer months.

#### CHARLES McMICKEN DISINHERITED.

When Charles' father died, he was disinherited, as was the only sister, the brother Andrew getting the entire estate. By a strange turn of fortune, Andrew became impoverished, and came to this city. Charles very generously provided for him and the sister, as well as for all the nephews and nieces. Most of them lived at the McMicken Ave. homestead.

"His house was full of relatives for years," is the way an old neighbor puts it. "He helped everybody, and few of us knew that he was a very rich man."

## CHAPTER XXVI.

### MEDICAL COLLEGE OF OHIO.

THE Medical College of Ohio, the oldest medical school west of the Alleghenies, was incorporated by act of Legislature in 1819, and organized a year later. The faculty, at the opening of the first session, was composed of Drs. Daniel Drake, Jesse Smith, and Elijah Slack.

Alone of the medical colleges of the country, its course was of five months duration, and, to stimulate students to secure a higher preliminary education, a prize medal was offered for the best inaugural thesis written in

Latin. The first class numbered twenty-five, and the graduates in the spring of 1821, seven.

In the fall of 1826 the College first occupied its own building. This was erected on Sixth Street between Vine



THE MEDICAL COLLEGE OF OHIO.

Lecture and Laboratory Building, McMicken and  
Clifton Avenues, West of Vine.

and Race, the ground being purchased at a cost of fifteen dollars per front foot.

In 1851 a new building was erected on the same site, and occupied until 1896, when the college removed to its present, modern, and commodious quarters on the Mc-

Micken homestead site, into the building just vacated by the academic department of the University. This removal was brought about by the union of the school with the University, thus giving that younger institution the support of a well-equipped and comparatively old medical



DR. JAMES G. HYNDMAN,  
Secretary of the Faculty of the Medical  
College of Ohio.

department, whose national reputation had been built up, during seventy-five years, by the faithful professional labors of such men as Mussey, Morehead, Locke, Wright, Harrison, Oliver, Shotwell, Bartholow, Graham, Blackman, Conner, Reamy, Dawson, Whittaker, and others.

At a meeting of the directors of the University in June, 1895, a resolution was adopted, directing the Committee on University to report the organization of a medical department. As a result of the efforts of this committee, on April 27, 1896, the Medical College of Ohio was conveyed to the city, in accordance with the terms of an agreement entered into between the College and the Board of Directors of the University, and under an act passed on the same day by the General Assembly of Ohio. The language of the act is as follows:

"WHEREAS, the trustees and faculty of the Medical College of Ohio and the directors of the University of Cincinnati have unanimously agreed that the interests of both institutions will thereby be promoted:

"Sec. 1. *Be it enacted by the General Assembly of the State of Ohio*, That the affairs of the Medical College of Ohio shall hereafter be under the management of the directors, for the time being, of The University of Cincinnati, which directors shall be, and they are hereby, constituted the board of trustees of the Medical College of Ohio, and they are hereby authorized to exercise all the powers granted by law to the board of trustees of the Medical College of Ohio.

"Sec. 2. This act shall take effect and be in force from and after May 1, 1896."

Under the second article of the agreement the new school shall be designated by the joint titles, "The Medical Department of the University of Cincinnati" and "The Medical College of Ohio."

The Medical College of Ohio has always been a leader in the adoption of improvements and advances in medical education. Formerly requiring but two brief courses of lectures, it now demands attendance upon four prolonged graded sessions as preliminary to its degree.

With its high entrance requirements, etc., thoroughly equipped laboratories of anatomy, histology, chemistry, bacteriology, physiology, and clinical diagnosis, and its large teaching force of over forty men, it is now doing most excellent work in preparing young men for their chosen profession. Dr. P. S. Conner, dean; Dr. James G. Hyndman, secretary.

## CHAPTER XXVII.

### OHIO COLLEGE OF DENTAL SURGERY.

THE charter or the act of the Legislature of Ohio by which Ohio College of Dental Surgery came into legal existence was passed January 24, 1845, and constituted Drs. B. P. Aydelott, Robert Buchanan, Israel M. Dodge, William Johnson, J. P. Cornell, and Calvin Fletcher, of Cincinnati; Dr. G. P. Hampstead, of Portsmouth; and Dr. Samuel Martin, of Xenia, and their successors, a board of trustees, with power to establish a college of dental surgery in the city of Cincinnati.

In the spring of 1845 the trustees met and organized by appointing B. P. Aydelott, M. D., D. D., president, and Israel M. Dodge, M. D., secretary. They then completed the organization of the Ohio College of Dental Surgery by the creation of the following departments: Dental anatomy and physiology, Jesse M. Cook, M. D., D. D. S., professor; dental pathology and therapeutics, M. Rogers, M. D., D. D. S., was elected professor; practical dentistry and pharmacy, James Taylor, M. D., D. D. S., professor; demonstrator of anatomy, Jesse P. Judkins, M. D.; Professor Taylor discharged the duties of demonstrator of practical anatomy.

The faculty elected Prof. Cook dean. He issued the first annual announcement, and the college session for its first course of lectures opened on the first Monday of November, 1845, and closed on or about the 20th of February, 1846, four young men receiving degrees. President Aydelott delivered the opening address, conferred the degrees, and in behalf of the College gave each

graduate a copy of the Holy Bible. Prof. Cook made the valedictory address.

For the second session the venerable Christian philosopher, Elijah Slack, D. D., L. L. D., was appointed lecturer on chemistry, and, it is believed, delivered the first course of lectures on this science ever given to dental students.



H. A. SMITH, A. M., D. D. S.,  
Dean Ohio College Dental Surgery.

Founded at that early date, the Ohio College became the pioneer of dentistry in the West, and was the second college of dentistry established in the world. Early in its history the College erected its own building on College Street, which it occupied continuously for nearly half a century, sending out each year men who became pioneers and teachers of dentistry in this and other countries. It has conferred the degree in dentistry upon nearly two thousand persons. In 1895 it was decided that the College



had outgrown its old quarters, and the school was moved to its present building on Central Avenue and Court Street. In 1888 the College was affiliated with the University of Cincinnati, assuming, in addition to its old name, that of the Dental Department of the University of Cincinnati. The College is co-educational, having in



THE OHIO COLLEGE OF DENTAL SURGERY,  
Dental Department of the University of Cincinnati.  
Court and Central Avenue. Founded in 1845.

1865 conferred the degree upon the first woman graduated in dentistry.

The College is situated in the center of a densely-populated city, drawing from more than half a million people for its clinical material. The clinics are made a feature of the College teaching.



**HARRIS HANCOCK, PH. D., DR. SC.,**  
**Professor of Mathematics University of**  
**Cincinnati. [230A]**  
[Over]

Harris Hancock was born May 14, 1867, at "Ellerslie," Albemarle County, Va.; educated under private tutors; entered University of Virginia, 1885; graduated in pure mathematics, 1886, with first distinctions in senior Latin and senior Greek; took A. B. in the classical group Johns Hopkins Univ., 1888, then entered the post graduate school and for two and a half years studied mathematics, physics, and astronomy; studied two terms at Cambridge, England, under the leading English mathematicians, Cayley and Forsyth. In 1891-2 and '93-4 studied at Berlin, and in 1894 was the first American mathematician to take the A. M. and Ph. D. degrees in that institution. Taught mathematics in Univ. of Chicago, 1893-9. Being given leave of absence, he studied at the Sorbonne (University of Paris) during 1899-1900, and in 1901 was again the first American mathematician to take the Doctor's degree at Paris. His published works are: "The Calculus of Variations," "Minimal Surfaces," "Abelian Functions," "Modular Systems," "Extended Realms of Rationality," etc.

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## CHAPTER XXVIII.

## THE UNIVERSITY ORGANIZATION.

THE University of Cincinnati was established under an act which became a law April 16, 1870. On March 14, 1871, the Common Council passed an ordinance "to provide for the University of Cincinnati," the first section of which reads:

"That the Board of Directors established by the ordinance passed December 12, 1859, to provide for the devise of Charles McMicken to the city of Cincinnati, are hereby authorized and directed to transfer and deliver over all the estate, property, funds, and claims held or controlled by them, and all books and papers relating to the same, to the Board of Directors established by act, passed April 16, 1870, and elected by said Common Council, December, 1870, and the custody, management, and entire administration and control thereof shall henceforth be intrusted to said last-mentioned board, subject to the provisions of the last will of the said Charles McMicken and of the act aforesaid."

Previous to April 16, 1870, the institution was known as "McMicken University." and the monument in Spring Grove Cemetery states that the benefactor was the founder of "McMicken University."

Here is the meeting of the first board of directors:

"COUNCIL CHAMBER, CIN., Dec., 30, 1859.

"Pursuant to an order of R. M. Bishop, mayor of the city of Cincinnati, Messrs. Rufus King, James Wilson, Miles Greenwood, Dr. C. G. Comegys, Henry F. Handy,

and G. B. Hollister, directors of the McMicken University elected by the city council, met in the Council Chamber in said city on Friday, December 30, 1859, for the purpose of organizing said board."

At this meeting Mayor Bishop was temporary chairman, and Mr. Hollister temporary secretary. Lots were drawn as to term of service, as follows: Wilson, six



OSCAR W. KUHN,  
Chairman University Board Since  
January 1, 1897.

years; Comegys, five; Greenwood, four; King, three; Handy, two; Hollister, one. January 13, 1860, T. B. Disney was elected clerk (at the second meeting); Rufus King was elected president at the first meeting.

The first effort of the board was to honor Charles McMicken by having an oil portrait made. At the meeting of January 31, 1860, a formal demand was made on Wm. Wiswell for a portrait of Mr. McMicken, which portrait, it was held, belonged to the city. The picture was

never secured, the heirs refusing to allow the city to have one. For forty years efforts were made to get a copy of this picture, but all failed until the writer secured the one shown on page 213. This was in April, 1902.

Considerable time was spent by the board in making an inventory of the property and in having it repaired.

There not being money enough to organize the University, the board resolved to open a free night high school the first Monday in November, 1863, and continue it to the first Monday in March, 1864. The school was to meet in rooms at Third and Main. Little is known of the venture, but it could not have been very successful, if it started at all, as the records are silent about it, and no one seems to have ever been paid for teaching; hence for for several years "McMicken University" was merely a name.

In 1866 C. T. Webber, assisted by another artist, I. Quick, opened the "McMicken School of Design" at Third and Main. Both worked gratuitously, and the school prospered to such an extent that it was felt that it should be a permanent institution. Day and evening sessions were held. December 11, 1868, it was decided to open the permanent School of Design as a day school, and limit the pupils to 60. Thomas S. Noble was elected principal. The first term opened Monday, January 4, 1869. Instruction was free. Later this school had night sessions. Sessions were held at first at Third and Main, and later in the Cincinnati College Building, Walnut Street, between Fourth and Fifth. This, then, was the first department of the University. (See page 180.)

In 1869 a committee was appointed to report as to the practicability of the union of the various educational trusts in Cincinnati—notably, the Cincinnati College, the Woodward High School, the Mechanics' Institute, and the McMicken University. The union, however, could not be consummated, though out of the movement came the University of Cincinnati. The old board of six continued to meet until February 28, 1871, regardless of the fact that on December 26, 1870, the new board, as now constituted, met. The new organization was effected

January 2, 1871, and has been continuous ever since. At first the directors (19) were elected by council, the ordinance of March 14, 1871, establishing the University, containing the following section: "The annual



DR. C. A. L. REED,  
Director of the University Since 1892.

appointment of directors shall be made by an election, to be held on the first Monday of November every year; and a meeting of the Common Council for that purpose shall be called by its officers annually, and had on that day."

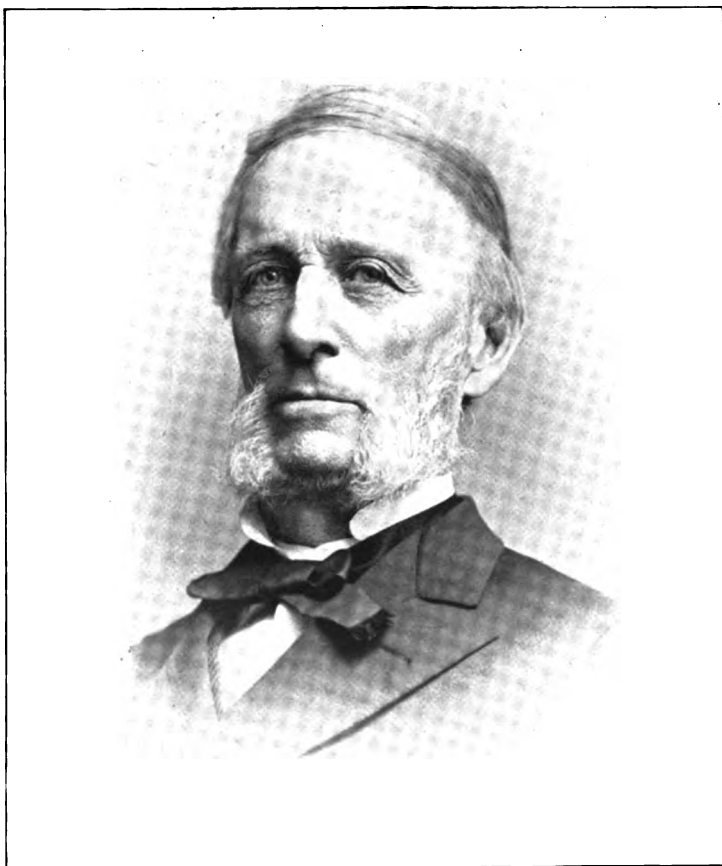
By a later act (April 13, 1889) the powers of council were still further restricted, the section providing as follows: "A board of nineteen, of whom the mayor shall be one, and the others shall be appointed by the Common Council from persons of approved learning, discretion, and fitness for the office, six of whom shall be appointed from persons nominated to the council by the Board of Education, and twelve from persons nominated to the council by the Superior Court. The term of office of each director shall be six years."

February 18, 1892, an act was passed vesting the appointment of directors in the judges of the Superior Court, where it still remains.

The board of directors to-day is as follows (terms expire January 1st):

1. Walter A. DeCamp, attorney, 1903.
2. Oscar W. Kuhn, attorney, 1903.
3. Elliott H. Pendleton, attorney, 1903.
4. J. M. Robinson, manufacturer, 1904.
5. Brent Arnold, general freight agent, 1904.
6. Frank B. Wiborg, manufacturer, 1904.
7. J. Wm. Luhn, retired business man, 1905.
8. Frank J. Jones, attorney and capitalist, 1905.
9. Joseph C. Butler, capitalist, 1905.
10. John F. Winslow, attorney, 1906.
11. Max B. May, attorney, 1906.
12. G. S. Sykes, educator, 1906.
13. John B. Peaslee, ex-supt. of schools, 1907.
14. Edward Senior, distiller, 1907.
15. C. A. L. Reed, physician, 1907.
16. James N. Gamble, manufacturer, 1908.
17. Charles F. Windisch, brewer, 1908.
18. Thad A. Reamy, physician, 1908.
19. *Ex-officio*: Julius Fleischmann, mayor.





**RUFUS KING,**  
**President Board of Education, 1852-1865; Chairman University**  
**Board, 1871-1877; President Library Board, 1870-1872. (236)**

## OFFICERS OF THE BOARD.

*Chairman*, Oscar W. Kuhn; *Clerk*, William Henry Davis, Jr.; *Assistant Clerk*, Christie Wilke.

## CHAIRMEN.

January 2, 1871, January 1, 1877, Rufus King.  
 January 1, 1877, January 1, 1878, Geo. Hoadly.  
 January 1, 1878, January 1, 1881, S. F. Hunt.  
 January 1, 1881, January — 1882, A. Taft. (Mr. Taft appointed minister to Austria.)  
 1882, June 16, 1890, Samuel F. Hunt.  
 June 16, 1890, Feb. 10, 1896, Dr. C. G. Comegys.  
 February, 1896, January 1, 1897, Frank J. Jones.  
 January 1, 1897, to present, Oscar W. Kuhn.  
 Since the University organized (1870) the following have been on the board:

Anderson, Larz.	Dodds, Ozro J.
Anderson, William P.	Dowling, Francis.
Arnold, Brent.	DeCamp, W. A.
Butler, Jos. C.	Ferry, Francis.
Baldwin, Ward.	Fishburn, C. D.
Ballauf, Louis.	Frazer, Abner L.
Benedict, A. B.	Fleischmann, Julius.
Bliss, E. F.	Groesbeck, W. S.
Brown, James.	Gamble, James N.
Bruehl, Gustav.	Haacke, Henry.
Buchwalter, M. L.	Hadden, L. M.
Carbery, J. P.	Hagans, M. B.
Caldwell, John. A.	Hassaurek, Frederick.
Comegys, C. G.	Hinkle, A. Howard.
Cox, J. D.	Hoadly, George.
Cunningham, Briggs S.	Hollister, George.
Davis, S. S.	Hooper, William.
Dawson, W. W.	Hunt, Samuel F.

Ingalls, M. E.  
Jacob, Jr., Charles.  
Johnston, G. W. C.  
Jones, Frank J.  
King, Rufus.

Kuhn, Oscar W.  
Lilienthal, M.  
Long, Alexander.  
Luhn, J. W.  
Mallon, Patrick.



FRANK W. STEVENSON,

Gold Medal Winner (Mathematics) Hughes, 1888.

Mattox, H. H.  
May, Max B.  
McAlpin, William.  
McGuffey, Alexander.  
McMasters, William.

Mills, Lewis E.  
Minor, T. C.  
Morgan, William H.  
Mosby, John B.  
Murphy, John A.

Means, William.	Stephens, Thomas J.
Pearce, Henry.	Storer, Bellamy.
Procter, W. A.	Strunk, William.
Peaslee, John B.	Taft, Alphonso.
Pendleton, E. H.	Tafel, Gustav,
Peck, Hiram D.	Vickers, Thomas.
Ramsey, Wm. M	Wells, J. D.
Reed, C. A. L.	White, Emerson E.
Reamy, Thad A.	Wilson, A. J.
Robertson, C. D.	Wilson, Moses F.
Robinson, J. M.	Wise, Isaac M.
Seasongood, Lewis.	Winslow, John F.
Sykes, G. S.	Woods, John S.
Smith, Jr., Amor.	Windisch, Charles F.
Schmidlapp, J. G.	Worthington, William.
Stallo, John B.	Wiborg, Frank B.
Stallo, Edmund K.	Young, Thomas.
Senior, Edward.	

## MEETING PLACES.

The present University Board has had various meeting places, as follows : In council chamber, mayor's office ; in the McMicken property, Third and Main ; in the University building (now Ohio Medical College building) ; rooms 15 and 16, Wiggins Block, Fifth and Vine ; in the Potter building, Fourth and Race ; and finally in the City Hall (1893).

## CLERKS.

- January 13, 1860, to September, 1884, F. B. Disney.
- January 1, 1885, to December 16, 1900, J. F. Wright.
- February 18, 1901, to present, Wm. Henry Davis, Jr.

The following advertisement appeared in the *Cincinnati Commercial*, August 2, 1873 :

## "EDUCATIONAL.

"The University of Cincinnati will open classes at Woodward High School building on Monday, the 15th day of September next.

"For the present, classes will be formed in the studies of the first year of the University course only, etc."

This advertisement is accepted as conclusive evidence that Woodward High School building was the place of organization of the academic department. Rev. Frank G. McFarlan was the only member of the first class to graduate from the University (1877).

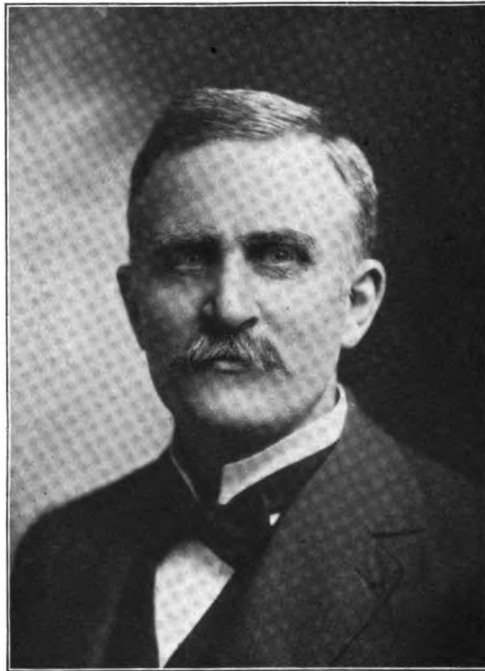
Speaking of his experiences, Mr. McFarlan says: "A thesis was written and accepted by the faculty. The trustees granted the degree B. A. A diploma in regular form was not given, because a form of diploma had not been adopted, but a statement to the effect that the University had conferred the degree was written by Hon. Rufus King, chairman of the board of trustees, and signed also by T. B. Disney, clerk of the board. There were no public exercises held, as the program would have been too short. A year later the paper signed by Mr. King was exchanged for a diploma in regular form."

## CHAPTER XXIX.

## ASA VAN WORMER.

ASA VAN WORMER, the donor of the Van Wormer Library, was born June 2, 1818, in a little village about 18 miles from Utica, Oneida County, N. Y. His father was a stonemason, of Dutch descent. He was a poor man and worked in the vicinity of his home, and on

many public improvements, notably the great Hoosac Tunnel. Just when the elder Van Wormer left Holland is not known with certainty, though it was several years before Asa was born.



REV. FRANK G. MCFARLAN,  
The First Graduate of the Academic Department of the University (1877).

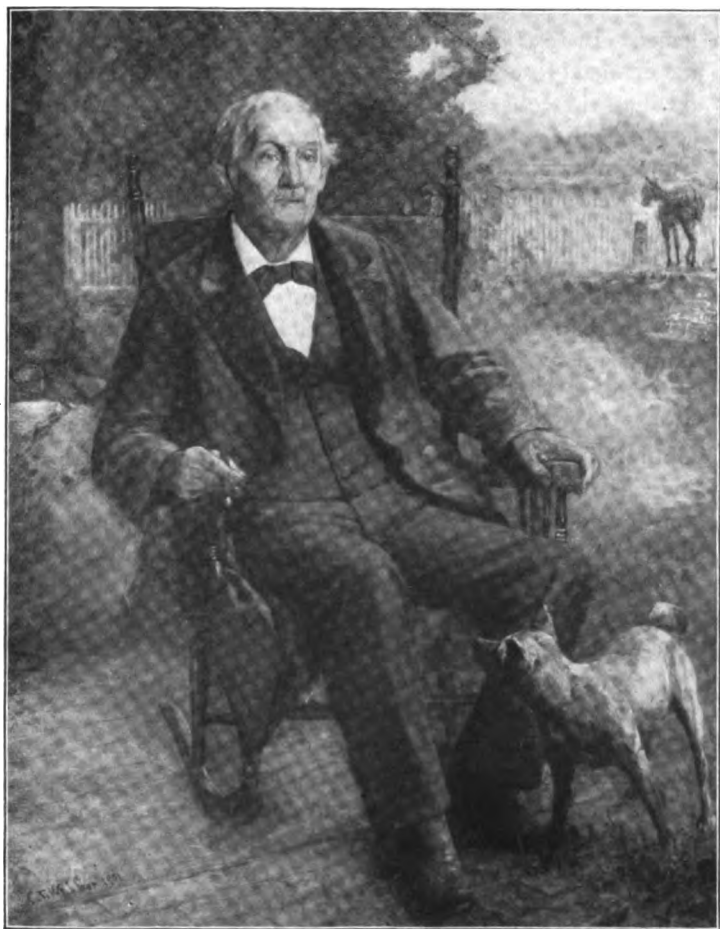
In 1819, when Asa was one year and ten days old, the Van Wormer family set out for the West. They traveled by wagon to Pittsburg, where a boat was purchased and

[16]

the trip down the Ohio begun. The first stop was at Portsmouth, where a stay of three weeks was made; next came California, just above Cincinnati, and finally the mouth of the great Miami, 22 miles below here, saw the end of the trip.

One day William Henry Harrison called at the boat. He had heard that Mr. Wormer was a stonemason, and he needed such a man. The result was that a contract was made, and for five years the family lived at North Bend. September 27, 1832, the father died of cholera, and Asa, a lad of fourteen, went to live with Mrs. Judge Silver. There he remained for eleven months, when one night he came to Cincinnati on a sightseeing trip with two fishermen. He repeated the trip three weeks later, and the second time remained. His stock of money consisted of thirteen cents, and he determined to look for work. He thus virtually took affairs into his own hands and was looked upon as a runaway boy.

The young Van Wormer was first employed by a contractor named Knight, and for thirteen months drove a horse and cart, engaged in excavating cellars on Fifth, between Main and Walnut, south side. The next employment was as drayman for Bolton & Kelly, where he remained for fifteen months, doing miscellaneous hauling for stores. Then he went with Jones & Taylor, who kept a salt store at Walnut and Canal, sole agents for the Kanawha Salt Works. Here he remained for two years as drayman, hauling salt from the river. Finally he was engaged by Thomas Manual, a Scotchman, who dealt largely in butter and eggs. There Mr. Van Wormer received his business training and secured the nucleus of his fortune. Mr. Manual died, and the subject of this sketch went to St. Louis, where he remained one year, trying the butter and egg business, shipping to New Or-



**ASA VAN WORMER,**  
**Donor of the Van Wormer Library. From the Painting by Webber.**  
**The Picture Shows Mr. Van Wormer in his Eighty-fourth Year.**

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leans. In 1852 he returned to this city, and with a partner named Joseph Cunningham started a butter and egg business in cellars on Court Street. Mr. Van Wormer soon bought out his partner, and rented the building, 57 Court, now No. 35 East Court (new number). Before many years he purchased it, and lived over his storeroom, staying there seventeen years. Since 1865 Mr. Van Wormer has occupied his farm on the west side of Winton Road, northeast of Winton Place.

In 1840 Mr. Van Wormer had married Miss Julia Ann Sagerty, of Lebanon, O. The ceremony took place at Trinity M. E. Church, on Ninth Street this city, for Mr. Van Wormer was an attendant upon the Methodist Church, though never a member. No children were born. Mrs. Van Wormer died October 24, 1897. One year and seven days later, Oct. 31, 1898, Judge John R. Sayler announced to the University Board that Mr. Van Wormer had given street railroad stock to the par value of \$50,000, to erect a library in memory of his wife. The donor provided for the following tablet:

“Erected with money given by Asa Van Wormer, in memory of his wife, Julia Ann Van Wormer.”

The building was begun the next spring, and was occupied May 1, 1901. Judge Sayler selected the design. It is a magnificent structure, and one of the handsomest college buildings in this country.

Mr. Van Wormer, when asked how he came to make his gift, replied that he had been blessed with plenty, and he thought, as he made his money in this community, it was only right to give the public the benefit of some of it. It seems that some years ago several prominent business men were discussing the needs of the University, when C. H. Kellogg, vice-president of the Third National Bank, suggested to Mr. Van Wormer that he make a

donation. This idea grew, and Mr. Van Wormer added a codicil to his will, providing for the completion of the main building. On returning from a trip to California he found that Briggs S. Cunningham had done what he



**TWENTY-SECOND DISTRICT SCHOOL,**

**Exhibited at the Paris Exposition in 1900.**

**Locust and Melrose Streets, Walnut Hills; Erected 1872;**

**Cost \$75,000; 20 Rooms, Seats 1054 Pupils; J. P.**

**Cummins, Principal; Dr. F. G. Cross, Trustee.**

had intended to do, so the library was decided upon after a consultation with John Kilgour and Judge Sayler. Mr. Van Wormer wanted to see the building completed, hence he provided for its erection at once.

In the spring of 1902 oil paintings of Mr. and Mrs. Van Wormer were placed in the library, to be unveiled at the dedication. The paintings are by C. T. Webber. Mr. Van Wormer is represented seated in an armchair at his home on Winton Road. Near him is his favorite dog, Reuben Springer, and in the background his favorite black horse, Joe. The picture shows the subject at the age of nearly 84, a very strong and hearty man. October 2, 1901, Mr. Van Wormer was kicked by a horse and knocked down. The hoof struck the left arm, near the shoulder, and the fall dislocated the right hip. Though slightly lame (April, 1902), Mr. Van Wormer walks with ease, and is as sprightly as most men at fifty. He has a nice country home with modern conveniences, and spends most of his time in taking care of it.

Speaking of his school days, Mr. Van Wormer said that he had had three winter courses at North Bend, about nine months in all. Being actively engaged in business, he was never at a loss because of his early lack of mental training; but he believes in higher education, and desires the young to have all the advantages possible.

"I never studied algebra, nor Latin, nor Greek. I never got that far," he said. I studied only the common branches, and not all of them. I never studied grammar, but when it came to business, I was all right. My education was in the store, received right from my employers. I worked hard—for years put in 16 hours a day. There was one three years I never was outside the Cincinnati corporation line—had to work so. I never took any interest in politics; never held an office, never ran for one. I voted for the best man, except in national affairs, when I voted the Republican ticket. I never did much but work. With the exception of three weeks, when I was in the Home Guards, I worked. The Almighty

has blessed me, and I feel thankful that I can do something for the general welfare. In 1885 Mr. Van Wormer retired from active business.

## CHAPTER XXX.

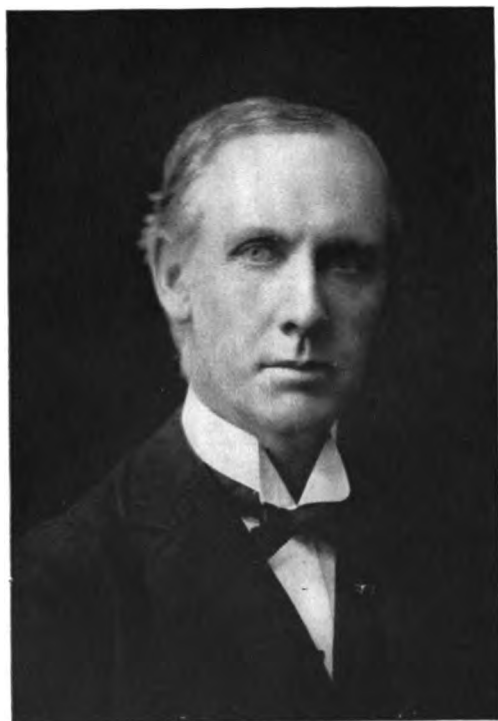
### THE TECHNICAL SCHOOL.

E. R. Booth, Ph. D., D. O.

THE manual training idea, as a valuable element in education from the standpoint of broad culture, as well as the practical affairs of life, became a conviction in progressive minds during the decade beginning with 1880. The desirability of establishing such a school in Cincinnati was urged from time to time, and the "Order of Cincinnati" appointed a committee, July 8, 1886, with Col. W. L. Robinson as chairman, to investigate the subject and report upon the feasibility of organization. The committee reported favorably, and "The Technical School of Cincinnati" was incorporated under the laws of Ohio, July 27, 1886. The organization was completed October 25, 1886, by electing a board of fifteen directors.

Col. Robinson was president of the board until December, 1888, when M. E. Ingalls succeeded him. At this time the school was in a critical state, and Mr. Ingalls came to the rescue and made its success possible. He is thus entitled to the credit of founding the school. He retained the presidency of the board until the union with the University. To Col. Robinson more than to any other is due the credit for originating the school, but Mr. Ingalls secured the financial backing necessary for maintenance.

George R. Carothers was chosen superintendent, and the art rooms in Music Hall were secured, and the school was opened for the admission of pupils November



DR. E. R. BOOTH, PH. D., D. O.,

Principal Technical School from 1889 to 1899.  
Now a Practicing Osteopathic Physician.

1, 1886. Work began November 16, 1886, with three pupils—namely, Robert J. Moore, Frank F. Miles, and Willard M. Smith. Eighteen were enrolled before the close of the school year, June 22, 1887. The second year

opened September 5, 1887, and eighty-three were enrolled during the year.

In November, 1887, the Commercial Club took action with a view to placing the school on a more secure basis. Money was freely subscribed. December 1, 1888, a banquet was given by the Commercial Club in honor of Mr. Matthew Addy, at which more than \$30,000 were raised, the largest single subscription being \$10,000, by Mr. Chas. Schiff, president of the Southern Railroad. Meantime, all Music Hall was wanted for the Exposition during the summer and autumn of 1888, and the school had a temporary home on the third floor of the Fifth District Public School on Third Street, between Elm and Plum. After the exposition closed the entire second and third floors of the north wing of Music Hall were fitted up at a cost of \$13,245.31, and the school moved into its new quarters in February, 1889, there it remained till June, 1901.

Superintendent Carothers resigned in August, 1888, and Dr. L. R. Klemm was chosen his successor, with the title of principal. In June, 1889, Dr. Klemm resigned, and Mr. J. B. Stanwood was chosen business manager, with the title of director, and Dr. E. R. Booth was placed in charge, with the title of principal. Dr. Booth severed his connection in April, 1899, having been away since September, 1898, on leave of absence. Mr. T. L. Feeney, acting principal, succeeded him. He and Mr. Stanwood served their connection in 1901, when the school was transferred to the University.

The first class completed the course with nine members in June, 1890, five of whom received diplomas and four certificates. The largest class graduated (thirty-four) was in 1900.

The Technical School, when first started, represented

a distinct idea in education, new to Cincinnati. The management believed that "the whole boy" should be educated, and that intelligent manual work is not only valuable for physical and industrial training, but that it



WHITTIER SCHOOL,

Osage and Woodlawn Avenues, Price Hill; Erected 1894 Through  
Efforts of J. C. Harper, Then Trustee; Cost \$78,446;  
18 Rooms, Seats 1,000 Pupils; Dr. F. B. Lyle, Trustee;  
C. H. Porter, Principal.

is one of the most powerful factors in mental and moral training. It fostered the idea of earnest, persistent effort day by day; of self-control under all circumstances; of self-sacrifice when inclination stood across the path of duty; of independence in thought and action. It believed

that much of the time and energy spent in school is wasted, even worse than wasted, and that much more, in the aggregate, could be done each year by a harmonious intermingling of hand and head work. It contended that the common studies taught in high school grades should be pursued in a more practical and scientific way; hence its identity was as distinct in the study of history, of literature, of language, and of science as in its drawing and shop-work. It felt sure that the amount of work usually done in four years could be done in three under the proper conditions and influences, and at the same time it expected its graduates to be well prepared for college or practical affairs.

The Technical School is now occupying the building recently erected for that purpose in Burnet Woods. The building is well lighted and supplied with all modern appliances necessary in technical work.

NOTE.—The Order of Cincinnatus was a body of public spirited men who, besides feasting themselves most royally, treated the public to grand street parades and brilliant demonstrations, most of which took place at night. The "I-Tan-Nic-Nics" of to-day are the legitimate descendants of the order, although not intended as such. "I-Tan-Nic-Nic" is "Cincinnati" spelled backwards.

## CHAPTER XXXI.

### THE CINCINNATI COLLEGE AND ITS LAW SCHOOL.

Thornton M. Hinkle.

THE ordinance of 1787 concerning the North Western Territory, the Ohio Constitution of 1802, and early legislation indicate a thorough appreciation of the neces-



sity of education to good government and the happiness of mankind," and a determination "to encourage schools and the means of education."

That this extended to the people of Cincinnati is evident from the act of 1807, incorporating a "Cincinnati University" (apparently never heard of more) and subsequent acts of a similar character.

#### THE CINCINNATI LANCASTER SEMINARY.



GUSTAVUS H. WALD,  
Dean Law Department University  
Since March, 1900.

On February 4, 1815 (13 O. L. 132), the legislature passed an act incorporating William Lytle, Martin Baum, John Kidd, Oliver M. Spencer, and other well-known citizens as "The Lancaster Seminary." This act gave them broad powers to acquire property, but limited the amount to ten thousand dollars, and forbade them to apply any of it to banking. It authorized them to employ teachers and provide for instruction, but di-

rected that no political, religious, moral, or literary association should have an ascendancy in the directory, and that no religious tenets peculiar to any Christian sect should ever be introduced or taught in the seminary

It named as first trustees Jacob Burnet, Nicholas

Longworth, Davis Embree, William Corry, Charles Marsh and Daniel Drake.

The word "Lancaster" in this title referred to a system of education suggested in England during the eighteenth century by Joseph Lancaster, in which the elder pupils taught those of the lower grades.

In 1814 a building had been erected for the new seminary on the east side of Walnut Street, above Fourth, in which it was hoped to conduct an extensive school on this system. The seminary was pronounced the finest building west of the mountains.

This plan seems to have been first suggested by the Methodists of Cincinnati, for a denominational school, but later it was taken up by the citizens generally. Ten thousand dollars in stock was subscribed for its support, and a lease for ninety-nine years obtained from the First Presbyterian Church of the lot on which the building referred to was erected.

This building, as described in the city directory of 1819, was a "capacious brick building, two stories in height, consisting of two parallel wings, 90 feet in length, and connected by an intermediate apartment 18 by 30 feet." This connecting part supported a handsome dome, designed for an observatory and a bell, and was placed between the wings 12 feet back of the front, in order to admit of a gallery and rows of Tuscan pillars. Later references indicate that these were afterwards erected.

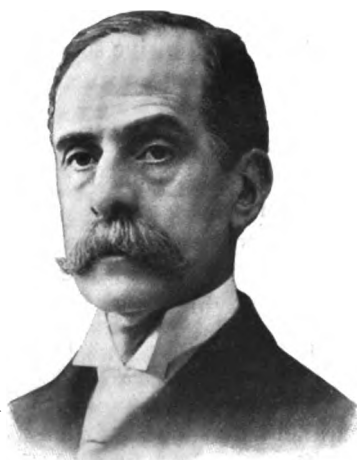
The directory of 1825 says that the wings were 30 feet in width and that the intermediate building was 32 feet front by 40 feet deep, serving as an entrance and stairway.

The seminary opened April 17, 1815. It appears from the city directory of 1825 that instruction under the Lancaster plan was continued in the seminary and

its successor, the college; that until after that year "averaging 400 pupils were taught gratis, the teachers having been supported for some years past by the interest of funds established by Captain John Kidd."

This John Kidd was one of the incorporators of the seminary.

His will, dated September 22, 1818, and probated February 16, 1819, directed his executors Joshua L. Wilson and Oliver M. Spencer to "apply and expend for the education of poor children and youth in the town of Cincinnati" the rents and proceeds from a perpetual lease of lot 401 on Front and Main Streets, to John Smith and David Lohring, for one thousand dollars annual rent.



JOHN R. SAYLER,  
Professor of Law; Ex-Judge of the  
Superior Court.

This was the first in a long line of gifts of this character in the history of Cincinnati.

#### THE CINCINNATI COLLEGE.

The provision for education thus made does not seem to have been sufficiently broad for the young city. The first Cincinnati directory issued, that of 1819, says that the seminary was "incorporated by the last Assembly into a college" by a charter with very liberal provisions, which was not yet in complete operation; that Dr. Elijah Slack had been elected president, and that the faculty

would be filled by the winter session; that the funds already amounted to \$50,000.00; that the Cincinnati Library of more than 2,000 volumes, the cabinet of the Western Museum, whose funds exceeded \$4,000, and sufficient philosophical and chemical apparatus, would all be placed in the College Building for the student's use. It adds full particulars of the studies to be taught and the sessions to be held; that Cincinnati was a very eligible situation for a seat of learning, and predicts that the "infant institution" bids at a period not far distant to rival the colleges of the East.

It appears elsewhere in this directory that the Cincinnati Library Society and the Western Museum were organizations planned for the general good, and that actively engaged in each as managers were Dr. Drake and others, who were incorporators of the seminary and the college.

The legal process by which the seminary was incorporated into a college was the passage of an act, January 28, 1819 (17 O. L. 146), incorporating Spencer, Lytle, Burnet and others (some of whom had been incorporators of the seminary), under the name "The President, Trustees and Faculty of the Cincinnati College," with power to erect and maintain a college and with authority to grant any degrees that are usually conferred by any college or university within the United States.

It permitted them to include the principles of morality and of the Christian religion in the instruction given, but required that the religious tenets peculiar to any particular sect or denomination should never be taught or enforced in the college.

It repealed the provisions of the seminary act for the appointment of directors, and provided that the college trustees should exercise all the powers granted to the



**SAMUEL F. HUNT.**

**In 1870 He Introduced into the Ohio Senate the Act Providing for the  
University; a Director, 1872-1890; Chairman Eleven Years;  
Speaker at Corner-Stone Laying September 22, 1894. (256)**

directors of the seminary and apply its assets to the use of the college and manage the seminary's affairs, in the same manner as the directors had been authorized to manage them.

It is interesting to note in this connection that on April 25, 1892, the Legislature passed an act (89 O. L. 647) by which it undertook by the same process to abolish the board of trustees of the college, and to transfer control of its affairs and assets to the directors of the University of Cincinnati, for the purpose of carrying out the object of the college charter in connection with the funds and administration of the University. This act was held void by the Supreme Court of the State of Ohio (*ex Rel. vs. Neff*, 52 O. S. 375).

It is also interesting to note that, notwithstanding the great difficulty in raising sufficient means to support educational institutions, the Legislature, in each of these incorporating acts, felt it necessary to limit the amount of property to be acquired.

#### THE FIRST YEAR OF THE COLLEGE.

The college was organized in 1820. Dr. Slack was installed as president, and professors were appointed in every department of science. The library, the cabinet, and the apparatus just spoken of were placed in the building. Liberal subscriptions were made, but little was realized from them, because of the financial troubles of 1821-2-3.

The 1825 directory indicates that the Lancasterian department was still in operation, that 400 pupils were regularly taught in it during the last year, that the instruction in the other department of the college, the average number of pupils being about 60, was conducted

by three professors and one tutor, and that the income of the house defrayed all expenses.

It adds that the students had founded two literary societies with the learned names "Philomathic" and "Erophoebic," both having handsome libraries and being in a flourishing condition, and that the college had contributed to the education of more than 100 students, with the guarded quaint commendation that "of this number not a profligate is to be found."

#### THE SUSPENSION AND REVIVAL.



WM. H. TAFT,

Former Dean of Law School;  
Ex-Member Union Board of  
High Schools; Now Gov-  
ernor of the Philippines.

In a few years the funds were exhausted and instruction was suspended. The building was used in 1832 as a cholera hospital, and later for the meetings of various societies.

In 1835 new subscriptions were obtained and a medical department (soon to be discontinued) was established, and the literary department was reorganized mainly by the efforts of Dr. Daniel Drake and his friends.

In 1834 Ormsby M. Mitchell was appointed professor of mathematics, natural philosophy, and astronomy. He supported himself by popular lectures on astronomy, and to his efforts the city is indebted for its astronomical observatory, to which he gave his services free for ten years.

The lease from the Presbyterian Church for the

Walnut Street lot had stipulated for gratuitous annual instruction of 25 children in the lower and 3 in the higher department of the seminary.

Because of the failure to give this instruction for a number of years, the church trustees pressed for a surrender of the lease. Litigation followed, which lasted for several years, in which the church sought, but failed, to recover the land. The matter was compromised in May, 1840, and the college released to the church the southern part of the lot and received a deed for its north 140 feet.

Dr. William H. McGuffey was made president in 1833, and was succeeded by Dr. Thomas J. Biggs, under whom, assisted by seven professors, says Cist's "Cincinnati in 1841," 160 pupils, of whom about one fourth were in the college class, were then receiving a course of instruction as thorough in the great elements of learning, the classics and mathematics, as any of the older colleges of the Union.

Dr. Daniel Drake, whose name so frequently occurs in all these matters, was a well-known man in the early history of Cincinnati, who was ever diligent in every cause that had for its object the promotion of the welfare of the city.

One who knew him well has spoken of him as the "father of the Cincinnati College," and said of him :

"He procured the act of incorporation in 1819, and from that time up to the time of his death, in 1852, he was deeply interested and constantly watchful of its welfare, and in doing whatever he could, very often at great pecuniary expense to himself, for the welfare of the institution."



## THE LAW SCHOOL OF THE COLLEGE.

The Cincinnati Law School was founded in 1833 by John C. Wright, Timothy Walker, and Edward King, made a department of the college in 1835, permanently located in the College Building, and thereafter known as the Law School of the Cincinnati College.

Messrs. King and Walker were then partners in the practice of law. Judge Walker had recently attended

the Harvard Law School under the brilliant instruction of Justice Story and Judge Wright, then a judge of our Supreme Court; had removed from Steubenville to Cincinnati, in order to take part in the organization of this, the first law school west of the Alleghenies.



THORNTON M. HINKLE,  
Trustee of Cincinnati College; President of Pulte Medical College.

Its first term began October 7, 1833, with seventeen students, one of them Judge Charles D. Drake, a son of Dr. Drake and author of

"Drake on Attachment."

On January 19, 1845, the building was destroyed by fire, and the college was left in a crippled condition.

The firm establishment of the public school system, the Woodward, Hughes, and other trusts for higher education, had removed to a high degree the necessity for a

## THE CINCINNATI COLLEGE AND ITS LAW SCHOOL. 261

primary and collegiate department, and the law school continued thereafter to be the sole department of instruction.

Funds for rebuilding were obtained from subscriptions, from \$10,000 paid by the Young Men's Mercantile Library Association for a lease of a portion of the building for ten thousand years, and by a \$25,000 bond issue. With this was constructed the present building on the east side of Walnut Street. The bonds were long since paid in full. In 1869 another fire seriously damaged the building.

### THE RUFUS KING BEQUEST.

Rufus King, the son of Edward King, one of the founders of the law school, was for many years professor and dean of the faculty. He died on March 25, 1891, and bequeathed to the college the sum of \$30,000 towards advancing and endowing upon the most liberal footing a professorship of constitutional law in the law school. He directed its safe investment and that the income only should be used for the purpose specified.

### THE UNION WITH THE UNIVERSITY.

In May, 1897, the new University of Cincinnati, which had organized a law department in 1896, entered into a contract with the college trustees for a union of the two law schools, with a faculty selected from those of the two schools thus united, providing that the degrees should be conferred upon those passing satisfactory examination in the new school, by the concurrent action of the board of directors of the University and the trustees of the college. Under this contract, which is to continue in force for ten years, and may be terminated thereafter by either party giving one year's written

notice, the law department of the University is now known as the Cincinnati Law School.

#### THE NEW BUILDING.

The trustees have just disposed of the Walnut Street building, have purchased a lot on the south side of Ninth Street, west of Vine, and will at once erect thereon, for the exclusive use of the law school, a building especially

designed for the purpose, supplied with lecture rooms, class, club, and reading rooms, and all the appointments necessary and convenient for such an institution.



M. E. MOCH,

A Student at Hughes, 1867-8; at the Cincinnati Law School, 1870-71.

It remains to refer briefly to the many to be found on the roll of the college, either as instructors or students, and sometimes in both capacities (many of whom still live), who have rendered useful and honorable services in

city, state, and national affairs, and in the administration of justice upon the bench or at the bar.

In addition to the living, the college may point out as her jewels among the dead the names of Timothy Walker, his son, Judge Bryant Walker; Judges James

Storer, Force, and Sage; J. D. Cox, Senator John W. Stevenson, Edward D. Mansfield, Rufus King, Charles L. Telford, and William S. Grosbeck among its professors, and some of them also its students.

Of its students, probably Senator Oliver Morton, of Indiana, the war governor, obtained the most prominent position, and yet it is not probable that he rendered greater or more useful services than many others to be found on the long list, some still living, now at rest from their labors.

#### THE FUTURE.

As stated in a recent catalogue of the University, the benefit of the cause of thorough legal education arising from this union was substantial. The University has thus acquired a considerable endowment fund and a law department, "together with the advantage of the good will of the law school of the Cincinnati College and of its honorable history of more than half a century.

"The endowment enables the new school to enlarge the course of study, and to come nearer to its Harvard model than would have been possible had the two schools continued separate."

#### THE LANCASTERIAN SYSTEM.

Andrew Bell, D. D., an English army chaplain in India, adopted a monatorial system whereby he utilized the older pupils to care for the younger. Joseph Lancaster (1778-1838), an English Quaker, seized the idea, and it spread rapidly over England. Lancaster is described as "thrifless, unmethodical, headstrong, and fatally incapable of working well under the advise even of his most generous friends. He died in poverty in America."

Here are a few extracts from his "Epitome of the

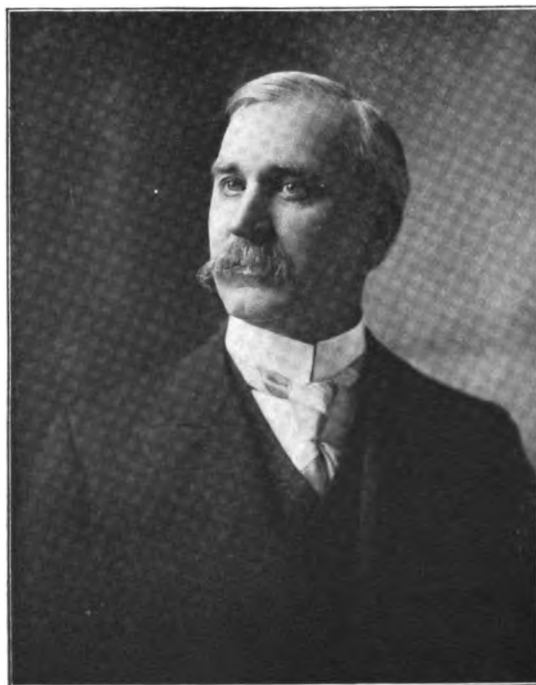


**THE CINCINNATI LAW SCHOOL,**  
About to be Erected on the South Side of  
Ninth Street, Near Race; Cost \$33,000;  
Samuel Hannaford & Sons, Architects. (264)



**HARLAN CLEVELAND,**

**Dean of the Cincinnati Law School from July 2, 1902,  
to September 10, 1902; President Board of  
Education, Glendale, O. (264A)**



**WILLIAM P. ROGERS,**  
Dean of the Cincinnati Law School Since October  
1, 1902. Former Dean of the Indiana State Uni-  
(264B) versity Law School (see page 551).

Improvements and Inventions Practiced by Joseph Lancaster" (published 1806-1812).

"The monitor of each class keeps a list thereof, etc."

"It is no unusual thing with me to deliver one or two hundred prizes at the same time, etc. The boys who obtain prizes commonly walk around the school in procession holding their prizes in their hands, etc."

"On a repeated or frequent offence, after admonition has failed, the lad to whom an offender presents the card places a wooden log around his neck, which serves as a pillory, and with this he is sent to his seat. This log may weigh from 4 to 6 pounds. The neck is not pinched or closely confined, the log is chiefly burdensome by the manner in which it incumbers the neck."

"When logs are unavailing, it is common to fasten the legs of offenders together with wooden shackles, etc. Sometimes the logs are tied together, etc."

"Occasionally boys are put in a sack or in a basket suspended to the roof of the school in sight of all the pupils, who frequently smile at the birds in the cage, etc."

"When a boy comes to school with a dirty face, a girl is appointed to wash his face. This usually creates much diversion, especially when she gives his face a few gentle taps of correction with her hand, etc."

"The rewards and punishments before described have been tried for 13 years (in England) among many thousands of children, and have been attended with beneficial effects. The sinking empire of the rod is tottering daily to ruin, etc."

"The monitor is not to teach. He is to see that the children teach each other, etc."

"A method of teaching to spell and read, whereby one book will serve instead of six hundred books. Books should be printed in type three times as large as common



sized type, one page should be printed on each leaf, its parts should be pasted on pasteboard and suspended by a string or nail. Twelve to twenty boys may stand in a semi-circle before each card and read or spell."

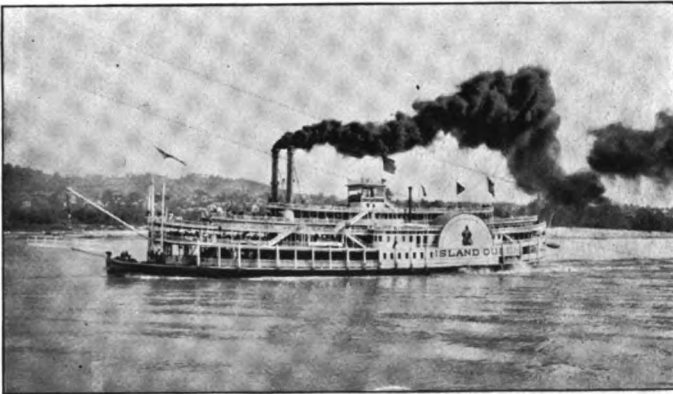
## CHAPTER XXXII.

### OUTINGS.

"THE first river excursion of the Teachers' Club, Saturday afternoon and evening, was a grand success, from 1,500 to 2,000 persons participating, in spite of the weather, which was threatening at times. Nothing marred the event, however, and it was unanimously voted a success. The down-river trip extended to the mouth of the Great Miami, at a point below North Bend, and about three miles from Lawrenceburg, Ind. At 7:30 the boat started up the river, going about five miles above Ft. Thomas.

"The 'Island Queen' was found to be all that was desirable, and the music furnished by the First Regiment Band kept the crowd in good humor. The interest taken in the dancing pavilion was a surprise and gratification to the committee, who all along argued that teachers could be sociable and even convivial if given an opportunity. The select character of the excursionists was a guarantee of good order, and the river men stated that in all its history the 'Island Queen' had never taken out a better crowd. Those members of the club who remained away made a mistake, and next year's excursion will probably be a much larger one.

"The idea of a river excursion was first suggested by Principal Runyan, of the Twenty-sixth District School. It was immediately seconded by Principal Raschig, of the Tenth, who was chairman of the committee on arrangements. There was some disappointment, owing to the lack of interest taken by the Board of Education (only five of whom attended), but this is explained by the fact that it was a new affair, and naturally some were



THE STEAMER ISLAND QUEEN

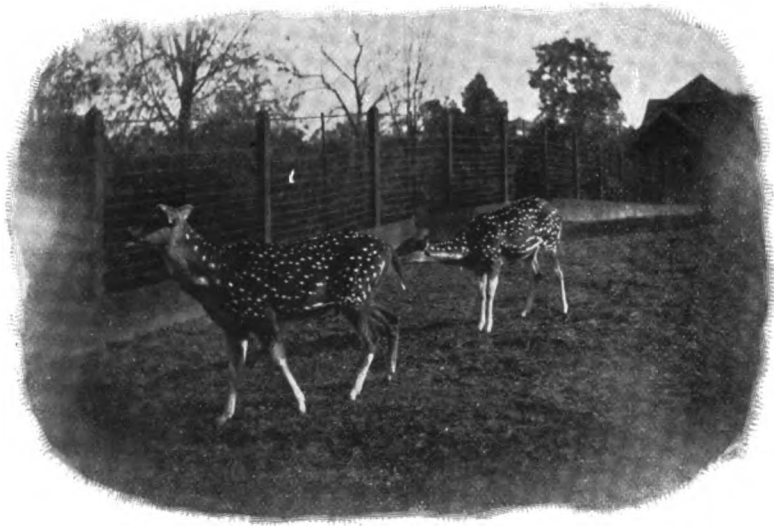
That carried The Teachers' Club on Excursions Saturday, May 18, 1901, and Saturday, May 17, 1902.

slow in venturing out. Participants declare that the annual reunions at Odd Fellows Temple were greatly outdone."—*School Life, Tuesday, May 21, 1901.*

On Saturday, May 17, 1902, The Teachers Club gave a second river excursion on the "Island Queen."

The Zoological Gardens, or the "Zoo" as it is commonly called, is a favorite place for outings, not only for teachers, but for pupils. The Board of Education

some years ago arranged to give each school two days in the year for such outings, one in the spring and another in the fall. However, the custom now is to go but once a year, usually in the spring. May and June are the months selected, and in these two months each school takes its day. The teachers attend and are given credit



**AXIS DEER. ZOOLOGICAL GARDENS.**

**All Public School Pupils With Their Teachers Visit  
the Gardens Annually, Usually in May or June.**

for the day's work. The pupils are supposed to study animal life, and no doubt many do learn a great deal. The Zoo on these school days charges five cents admission, and the street railway company gives a round trip for five cents; so for ten cents each the children have a day's pleasure. The poorer children are usually provided

for by the teachers, so that there are no disappointed little ones.

Trolley rides have lately come into vogue, and parties are made up for evenings and Saturdays. These rides often extend as far north as Dayton, O., and down the river to North Bend. Points of historic interest are visited, such as the tomb of President Harrison at North Bend, the home of the Cary sisters at College Hill, Fort Thomas in Kentucky, etc. The annual meeting of the National Teachers' Association usually affords a fine outing, as does the Ohio Teachers' Association that has met annually for some years at Put-in-Bay. The desire for travel and sightseeing seems to be very decided, fostered as it is by the leading educational papers, by lecturers and by the various courses of study in the schools. The railroad companies, steamship lines, etc., deluge the teachers with advertising matter and urge them to travel for rest and recreation.

## CHAPTER XXXIII.

### THE PUBLIC NIGHT SCHOOLS.

Lafayette Bloom.

IN the Eleventh Annual Report of the Trustees and Visitors of the Common Schools to the Council, June 30, 1840, Chairman Samuel Lewis says: "The importance of evening schools for those engaged in labor or business during the day can not be overestimated, and we hope early measures will be taken to carry this part of the work into full operation."

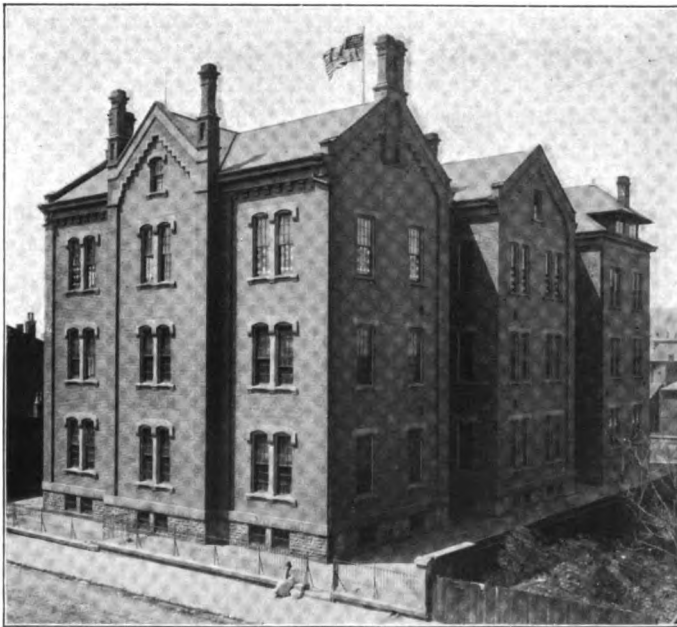
There was no diversity of opinion upon the part of the committee making the recommendation. This report, although dated June 30, must have been prepared before



LAFAYETTE BLOOM,  
Principal of the Twenty-seventh District  
School Since 1887.

March of that year, or, if later, it was with a view of carrying into execution the law passed by the State Legislature, March 19, 1840, requiring the Trustees "to provide a suitable number of evening schools for the benefit

of young men over twelve years of age, who are, by the nature of their occupations, prevented from attending day schools." In pursuance, therefore, of this law, three schools were opened during the months of Novem-



TWENTY-SEVENTH DISTRICT SCHOOL,

Winchell Avenue, North of Bank Street; Erected 1871-78-88-96;  
Cost \$49,619; 20 Rooms, Seats 950 Pupils; Alexander  
Matthews, Trustee; Lafayette Bloom, Principal.

ber, December, January and February, in the winter of 1840-41.

As shown by the reports of that period, there was but one teacher to each school. Pupils were required to

present written certificates from parents or guardians, stating their inability to attend day schools. Such certificate was absolutely required, as it was thought that failure to enforce a rule of this kind would lessen the attendance of the day school.

Superintendent Guilford (1851), commenting upon the work done in the night schools, says: "No one can visit these schools and witness the honest zeal for improvement exhibited by the pupils, who, feeling their education to have been too much neglected, are anxious to learn what they can by the scanty opportunities thus afforded them, without feeling the clear conviction that the funds appropriated for their support are usefully and judiciously expended."

It was not until the session of 1855-6 that night schools were opened for girls. Rufus King, president of the Board at that time, says: "The experiment of night schools for girls was attempted in the First and Fourth Districts, and met with entire success. So far as we have the means of judging from the reports of these two schools, none of the difficulties occurred which were supposed to render the experiment a delicate and doubtful one."

The first night high school was opened October, 1856. The pupils, before admission, were required to pass a satisfactory examination in Geography, Grammar, Arithmetic, Reading, Penmanship and Orthography. The course of study was arranged for a three years' term, or a series of three winters. Of the candidates examined, 108 were admitted to the third class (first year), besides a considerable number who were admitted to a preparatory class. Of the number admitted, 18 were females and 90 males. Algebra, Geometry, Book-keeping, Drawing and Design, and Vocal Music composed

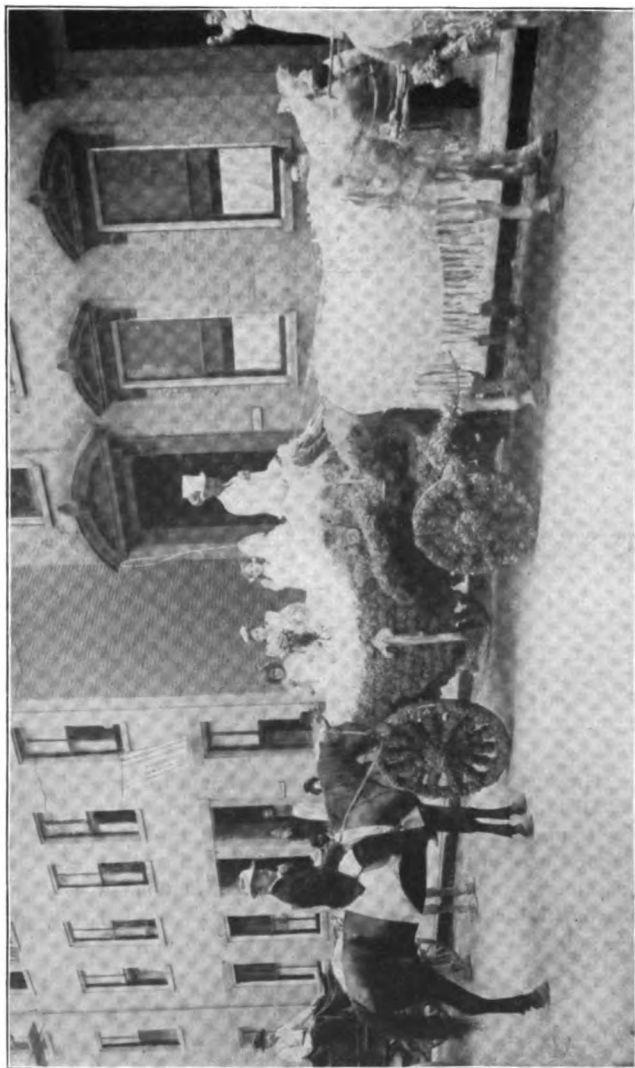


**SIMEON BLOOM.**

**Graduate Woodward; five years assistant in Second District School; for twenty years attorney-at-law (Omaha, Neb.), associated with the late Ex-Mayor Chase of that city. Ex-member of Board of Examiners, and former vice president of the Omaha Board of Education.**

**(272A)**





SHERMAN SCHOOL CARRIAGE,  
In the Floral Parade, Monday, September 16, 1901. Trustee Dr. Joseph C. Marcus on Horseback.  
[2723]

the course of study of the third or first year class. From the time of their organization, in the winter of 1840-41, until the winter of 1858-59, the night schools suffered no interruption. In the winter of 1858-59 they were closed, but were reopened October, 1859, and con-

tinued for the usual period, four months. During the Civil War, and for some years after, no night schools were maintained. They were, however, re-established under the administration of Superintendent John Hancock, on December 7, 1868, and continued that winter until February 19th.

The following from Superintendent Hancock's report discloses the feeling then prevailing: "The result of this renewed effort for the re-establishment of this system of schools, after



AUGUST H. BODE,  
President Union Board of High  
Schools, 1902-3; Author of  
"German Readers,"  
Ex-Principal, etc.

their discontinuance for several years, was of the most hopeful character. The difficulties which were encountered and overcome by many pupils, particularly by some of the young ladies, evidenced a courage and a love for knowledge deserving hearty encouragement by the

Board." Eight "Free Night Schools," including the night high school, were organized in different parts of the city. The night high school was held in the Eighth District, that being the most centrally located. Night schools continued to 1883.

In the report of President Douglass (1883) is the following: "The appropriation for these schools was entirely too small, and, as a consequence, they were closed in the middle of the term. On this account no pupils graduated from the night high schools. These schools should not be opened the coming year, in justice to the public, unless a sufficient appropriation is made to enable the completion of the course prescribed."

Owing to a lack of funds, night schools were not opened during the winter of 1883-84, and they remained closed until the autumn of 1892.

In the Fourty-second Annual Report the Committee on Night Schools made the following classification of night school pupils:

"First. Those who attend from a genuine desire to improve themselves, and who persist during the entire term.

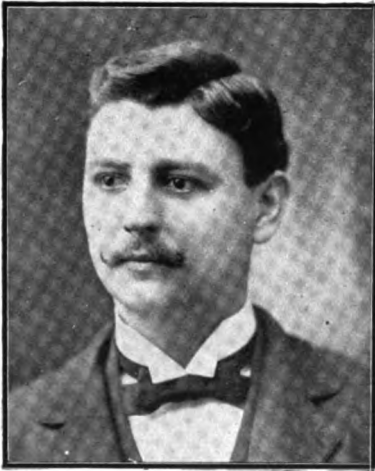
"Second. Those who commence with enthusiasm, but who soon become indifferent.

"Third. Those who come from idle curiosity or are drawn by the attraction of a crowd; who are visible the first, and perhaps one or two subsequent nights, and then disappear."

It is true, as the committee says, the third class did formerly "cause much annoyance by hanging round the entrance gates of our schoolyards and there 'making night hideous' by whistling and shouting to one another, and at every chance pupil whom they saw;" but since the organization of the night schools under the present

administration, one may pass any of the buildings in which night schools are held and scarcely know that the building is occupied or the school in session, so free is the same from everything in the way of noise or disturbance. To the aid and assistance of the Police Department

is the better order and condition around and about the night schools largely due.



H. J. HAARMYER,  
Member Board of Education  
. 1897-1900.

Superintendent John Hancock (Forty-fourth Annual Report) writes upon the subject: "None but the best teachers should be employed; and if enough can not be secured, then a part of the schools should be closed, rather than employ poor teachers. To secure these valuable results, the best teaching

talent and the most persevering industry must be required. Teachers below the medium can accomplish nothing, and money paid them is thrown away."

Superintendent John B. Peaslee (Fifty-second Annual Report), referring to the same, says: "The principal cause of the falling off in the enrollment and attendance is the policy followed by the Board of employing inexperienced teachers to give instruction in

these schools. To make the night schools efficient and popular, only teachers of large experience and of high qualifications should be employed."

The schools were reopened on October 15, 1892, and each pupil, before admission, was required to present the following certificate, properly signed :

BOARD OF EDUCATION.

Cincinnati, \_\_\_\_\_, 189—

We, the undersigned citizens of Cincinnati, hereby certify that \_\_\_\_\_, residing at No. \_\_\_\_\_ Street, is of good behaviour, willing to learn, and a proper person to enjoy the privileges of the Free Public Night Schools, and that we will be responsible for the observance by him of the rules of the Board of Education, relative to Night Schools, and will make good any injury or loss the Board may sustain through his willful destruction or defacement of property.

Signed \_\_\_\_\_ Residence \_\_\_\_\_

Signed \_\_\_\_\_ Residence \_\_\_\_\_

It was not until the following year (1893) that the night high school was re-established.

It is conceded by our far-seeing and wisest statesmen that upon the universal education of the masses depend the happiness, prosperity, and stability of republican institutions. It is neither a sufficient nor satisfactory answer to say that all should attend the day school, which offers better advantages in every respect. This is simply "begging the question," because of the very fact that, without them, hundreds of the children of the poorer class would grow up in ignorance, and thereby be more easily led into wicked ways and make crime their regular

occupation. Those that have endured the pangs of poverty, and borne its attendant sorrows and sufferings, can adequately sympathize with that class for whom the night school is such a great boon, and can most fully appreciate all its benign advantages. Let no poverty be embittered still more by denial of the right. Rather let



CHARLES P. TAFT,  
Ex-Member Union Board of High  
Schools; President Times-  
Star Company.

every facility for an education be at their command; thereby will they and their offspring be raised to a higher level of civilization, and the Republic gain in better citizenship and higher ideals of conduct in public as well as private station.

Among other innovations inaugurated during Superintendent Morgan's administration was that of having night school four nights a week instead of five, the evenings selected

being Monday, Tuesday, Wednesday, and Thursday. This was determined upon after due deliberation, some members of the Board of Education favoring alternate nights. Experience has proved the wisdom of the above arrangement, it causing no interruption of work and giving to the pupils requisite time for rest and other duties devolving upon them.

There are now two night schools, the East and the West. The one school was divided for the convenience of the pupils. Graduation exercises are held at the Odeon, and regular diplomas conferred.

NOTE.—Martha Washington, 72, colored, is in her tenth year of consecutive attendance at Hughes Night School, and she has missed but two nights, when she was too ill to walk. Mrs. Washington walks with the aid of a cane. She lives on Pioneer Street, and every morning she goes to Newport, Ky., to work. After a day over the washtub, she walks over the bridge to her home, and then to school. She is always tidy and pleasant-faced in the schoolroom. She has been in the same grade for over nine years. Now she is becoming childish, but she learned to read and write, and she is so proud of the fact that she will probably continue at school so long as she can walk.

Miss Alice Muller, a charming girl graduate of Cincinnati University, is Mrs. Washington's teacher.

"This poor old soul comes to her school work in all kinds of weather," said Miss Muller. "It pleases her to be noticed. She seems to enjoy the associations of the schoolroom." *News item*,—(1902).

## CHAPTER XXXIV.

### THE CARNIVALS.

THE winter of 1894-5 began early and continued with severity. The financial panic of the previous year had produced widespread want, and many of the factories were closed. There was little for the toilers to do.

The urgent demands upon the Indigent School Book Fund, and the many cases of distress which came to the notice of the truant officer, convinced the Board of Education of the necessity of prompt measures being taken to relieve the wants of many. It was suggested some form of entertainment be given by the schools to raise funds.



EDWARD H. PRICHARD,  
Principal Fourth Intermediate  
School.

The suggestion was adopted, and a committee went to work. On every hand success crowned their efforts. Nine entertainments were given. The children, under the direction of the teachers, distributed tickets, collected money, and advertised far and wide the carnival. The committee of the Board of Education aided in every way possible to the financial success of the entertainment, but special mention is due

the late Christine Sullivan for her admirable direction of "Cinderella" at Pike's Opera House.

So successful were her efforts that two extra performances were given, and then many failed to gain admittance. Thousands of children participated, and every school in the city had a place on the program. Every entertainment was unique, original, and varied; and the



response of the public was unprecedented. After all expenses were met, a balance of over \$7,000 was turned over to the General Committee. One-half of this sum was invested in shoes, stockings, caps, hoods, and under-clothing for the children.

The committee spent the Christmas holidays in distributing the materials to children recommended by the principals as needy and deserving.

Some few were disposed to find fault with the interruptions to the regular school work; but when it is remembered that the general school work was allowed in no way to suffer; that, if anything, the interest in the cause of education was greatly strengthened; that hundreds of families were materially aided in providing their children with the necessities of life; and that many of these children would otherwise have been deprived of the advantages of the schools; it must be conceded that nothing but good has resulted. The carnival was a great educator in benevolence. It aroused in the children a desire to relieve want and to awakened in them a consciousness of their ability to work for charity. The money realized (\$7,045.45) lasted three winters, and 10,000 children were clothed so they could attend school.

#### SECOND CARNIVAL.

The funds of the first carnival having been exhausted, a committee was appointed, and another carnival was given during the winter of 1897-98.

Every school in the city was asked to give some form of entertainment as a means of raising money for the relief fund. Every school responded. Some, in a financial way, were more successful than others, but each did what it could, and every entertainment was unique and successful.

Never in the history of the schools were so many superior entertainments given in so short a time and with so little disturbance of school work. Within a few weeks after the committee was assigned to duty, all preparation was made, the entertainments were given, the net proceeds were turned over to the Carnival Committee, and a portion invested in suitable articles for the



**RIVERSIDE SCHOOL,**

**Erected by the Former Village of Riverside;**

**Cost \$55,000; Contains 8 Rooms;**

**J. O. Beck, Principal.**

needy; \$9,144.60 was the amount realized from these entertainments.

Three thousand children were beneficiaries during the winter of 1897-98, \$2,405.61 having been expended for shoes and stockings.

Five thousand dollars was invested in 3.65% City Refunding Bonds, leaving a balance for immediate use of \$1,369.24.

## CHAPTER XXXV.

## PHYSICAL CULTURE.

Carl Ziegler.

SINCE 1840 physical culture has been an integral part of the curriculum of the public schools in the German States and Switzerland, and from these has grown a system of physical education that has extended over Europe and to this country.

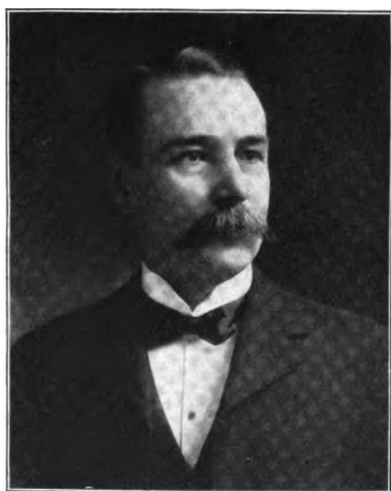
For the earliest beginnings of physical culture, in the public schools of this city, we must go back to the year 1857, when Superintendent Rickoff says: "The enterprise and liberality of individual trustees has resulted in the placing of a few parallel bars, horizontal ladders, and circular swings upon the play grounds of four of our schoolhouses."

These were the First District, then located on Franklin Street, where the Third Intermediate School now stands; the Sixth District, on Elm; the Eleventh, on Clinton; and the Thirteenth, on Findlay. Woodward High School had some gymnastic apparatus in the yard. These schools were all in what was then, as now, the German districts, and the apparatus was modeled after that in use in out-door gymnasia connected with schools in Germany. Superintendent Rickoff, in his report, further recommends that "provision be at once made for instructing the teachers employed in the schools in such a system of gymnastics as shall be adapted to the several grades in the schools, from the first to the sixth." The

following year the Board of Education ordered that five minutes per day be given to calisthenic exercise.

In the spring of 1860 the Board resolved to make gymnastics a part of the school curriculum, and employed Louis Graeser and Dr. Christian for the balance of the school year, a period of about three months. This exper-

iment proved so satisfactory that Mr. Graeser was engaged for 14 years thereafter. His salary for the first two years was \$1,000 per annum, then \$1,200 and then \$1,800, at which it remained until the position was abolished. The work done in those days was similar to that of the present day. The exercises were given mainly in the schoolrooms, and consisted of calisthenics, exercises with dumb-bells,



W. S. STRICKLAND,  
Principal Sherman School  
Since September, 1901.

and with rings. The instruction was given by the special teachers at certain stated intervals every three weeks, and repeated daily by the class teachers.

Mr. Graeser's office was abolished at the close of the school year 1873-74. Although the gymnastic teacher had been discontinued, the rules governing the subject remained in force until 1883, when, owing to the fact

that, without a special teacher to look after the subject, the same had been more and more neglected, the newly appointed teachers also having little or no knowledge of the subject, it deteriorated to such an extent that the rules were repealed entirely. During the interval from 1883 to 1887 gymnastics were not officially recognized or taught. However, during this time William A. Stecher, instructor in the North Cincinnati Turnverein, as also his successor, Oscar Sputh, both taught unofficially and without recompense for a time; the former in the Normal School, the latter in the Sixteenth and Twenty-third District Schools.

May 31, 1887, the following rules were adopted by the Board of Education: "For the better guarding of the health of the pupils of Grades F, G, and H, from injury from too long confinement in their schoolrooms, there may be allowed to the pupils of these grades, at the close of every recitation, the space of five minutes for calisthenics and other physical exercise."

December 19, 1890, Francis B. James, of the Union Board of High Schools, offered the following resolution: "That the chair appoint a committee of three to investigate the wisdom and probable cost of providing the high schools with gymnaseums and employ a teacher of calisthenics."

This was done, and the committee made a report, which closed as follows:

"First. That physical should go hand in hand with mental culture.

"Second. That the training of the body, as well as of the mind, should be in the hands of competent instructors.

"Third. That the age at which systematic physical training will be of its most lasting benefit is from the

thirteenth to the nineteenth years in both boys and girls

"Fourth. That systematic instruction can only be given with beneficial results in a large, light, and airy building, with proper appliances.

"Fifth. That unless physical training can be carried on scientifically, it had better not be attempted.

"Your committee therefore recommends that gymnasiums be erected in accordance with the accompanying designs, in the yards of the Woodward and Hughes High Schools."



HENRY DANZIGER,

School Examiner; Oldest in Point of Service on the Board.

These designs were for buildings 30 by 50 feet, with a height of 20 feet in the clear.

May 14, 1891, Mr. James offered the following: "*Resolved*, That the School Board of the city of Cincinnati and its Committee on Funds and Claims be requested to set aside a sufficient sum of money to provide the high schools with gym-

nasiums, in accordance with the recommendations of a special committee of said Union Board."

In response to this request the Board of Education appropriated \$8,000, which was later raised to \$12,000. August 31, 1891, a resolution to have the Hughes and Woodward gymnasiums built was adopted. Building began in 1892.

During the school year 1891-92 the Turners organized in four societies, with a total membership of over one thousand, elected a joint committee for the purpose of bringing their project before the Board of Education. This committee sent the following communication :

CINCINNATI, O. Nov. 2, 1891.

*To the Honorable Board of Education, Cincinnati, O. :*

GENTLEMEN—The members of the four Turnvereins, or Gymnasias, of this city, desirous of having the physical well-being of our youth cared for, as well as the intellectual one, wish to impress upon your honorable body the necessity of a rational physical training of the pupils of our common schools. In order to give your honorable body an opportunity to personally acquaint yourselves with the various steps taken during a series of systematic exercises, with a view to developing the physical faculties of the rising generation, our three teachers of gymnastics, Messrs. Eckstein, Knoch, and Speidel, offer to teach gymnastics, without any charge whatever, for three months, and permission given them to devote at least fifteen minutes daily to each class receiving instruction in gymnastics. It is hoped, in case of your acceptance of our offer, that the members of your honorable body will witness the exercises as often as possible, and we trust that they will readily see the necessity of the harmonious development of body and mind, and vote for a speedy and permanent introduction of gymnastics into our common schools.

Respectfully,

ALFRED HERHOLZ, Secretary,  
Committee for the Introduction of Physical Culture  
Into the Common Schools.

The Committee on Course of Study reported favorably upon the proposition, and instructors were assigned to schools.

April 13, 1892, the following law was passed :

"Section 1. *Be it enacted by the General Assem-*

*bly of the State of Ohio*, That physical culture, which shall include calisthenics, shall be included in the branches to be regularly taught in the common schools in cities of the first and second class, and in all educational institutions supported wholly or in part by money

received from the State, and it shall be the duty of boards of education of cities of the first and second class, and boards of such educational institutions, to make provisions in the schools and institutions under their jurisdiction, for the teaching of physical culture and calisthenics, and to adopt such methods as shall adapt the same to the capacity of the various grades therein."



FRED'K. E. NIEDERHELMAN,

Winner Cincinnati Law School Cash  
Prize of \$75 for Best General Grad-  
uation Examination, 1897.

In accordance with this law, the Board of Education adopted a rule pro-

viding for a superintendent of physical culture, with four assistants. The department was put on a par with the other special branches, drawing, music, and writing. Carl Ziegler, of Cleveland, was made superintendent in September, 1892.



## IN THE HIGH SCHOOLS.

The gymnasiums for Woodward and Hughes were completed in the summer of 1893, the Union Board having voted an additional appropriation of \$3,000 for equipment. This for both schools is the same, and consists of 16 chest weights, 6 pairs flying rings, 6 traveling rings, 16 climbing poles, 6 climbing ropes, 8 floor mats (4x6 feet), horizontal bars, parallel bars, vaulting horses and bucks, and adjustable ladders (4 each), one circle swing, striking bag and drum, hitch and kick, 60 wooden and 60 iron wands, 60 pairs Indian clubs, 60 pairs wooden and 60 iron dumb-bells, with all trucks, hangers, etc., necessary for their removal and adjustment. This equipment cost for each school \$1,428, a total of \$2,856.

The Walnut Hills High School was provided with a gymnasium in the building proper (65x32 feet and 18 feet in the clear), one of the finest rooms for the purpose ever opened. It has windows on three sides, which furnish abundance of light and air. The equipment is in every respect equal, if not superior, to that of the other schools, but, owing to the ease with which the apparatus was placed, cost a trifle less, the cost being \$1,338.

Instruction is compulsory upon all pupils not physically incapacitated, and is given to all pupils twice a week, in classes of from forty to sixty, the sexes being separated for this instruction. Lessons are of forty-five minutes duration. In addition to the regular gymnasium work, games are taught, both to male and female pupils. Each school has an annual "Field Day" by themselves, and an "Interscholastic Field Day," in which all three schools unite with other (private) schools of the city to contest for superiority. In 1902 the teaching force is Carl Ziegler, superintendent; Adelaide Spills, Guido Werner Eckhardt Keller, and Jacob Rettich, assistants.

Ex-Superintendent Graeser is now at the head of Graeser's Dancing Academy.

In several schools can be found well-equipped gymnasiums, placed there by teachers, or pupils, or public-spirited citizens.

## CHAPTER XXXVI.

### THE GERMAN DEPARTMENT.

John Schwaab.

AS early as 1840 the people of this State recognized the advantages of teaching German to their children. The result was the passing of the following act by the Ohio State Legislature, embodied in Section 4021 of the Ohio Statutes :

“ The board of any district shall cause the German language to be taught in any school under its control, during any school year, when a demand therefor is made in writing by seventy-five freeholders resident of the district, representing not less than forty pupils, who are entitled to attend such school, and who, in good faith, desire to study the German and English languages together ; but such a demand shall be made at a regular meeting of the board and prior to the beginning of the school year, and any board may cause the German or other language to be taught in any school under its control without such demand.”

This law has never been repealed. Instruction in German in Cincinnati schools dates back, however, to 1835. The first attempts were made in connection with paro-

chial schools. Under the supervision of Priest Henni, later on Archbishop of the Diocese of Milwaukee, Wis., the German-English Primary School of the Catholic Church on West Fifth Street was organized. In this school the pupils received daily German instruction, while in other parochial schools the German language



HERMAN KNOST,

Elected Member Board of Education,  
1888; Trustee Public Library, 1900.

was used in so-called Sabbath-schools only, for the purpose of instruction in religion (catechism). The first teacher in Henni's school was Dr. Bunte. In less than one year the number of pupils attending the school amounted to 150, the children of many Protestant families being among the number.

Another German-English school of those days was the so-called "Emigrant School," organized under the auspices of

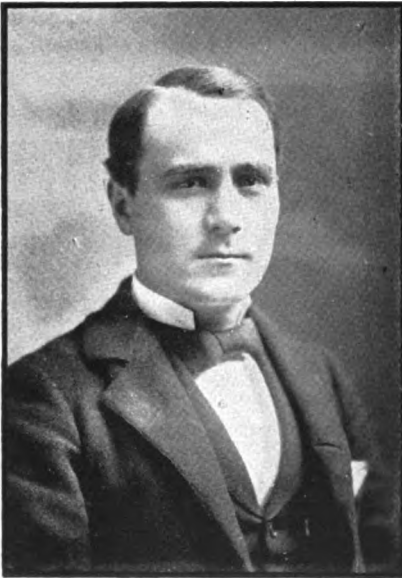
the Presbyterians, and supported by the "Emigrants' Friend Society." At the head of this Society was the late Judge Bellamy Storer. A German Pole by the name of Lehmanowsky was its general agent, and it was he who organized similar schools in a number of cities and towns. F. C. F. Salomon was principal of this school. Besides him, Dr. Julius Schwarz, son of a Heidelberg

professor, and Julius Weyse were employed as teachers. Schwarz, a very eccentric fellow, while almost ruining the schools, was nevertheless the primary cause of the introduction of German instruction in the public schools. While those who had charge of the school tried to find a remedy for the loss caused by the eccentricities of Schwarz, it occurred to them to consolidate the German schools with the public schools. Petitions to that effect were sent to the School Board, but the Board refused to consider the request, claiming that the aid of the Legislature must be invoked, and that they had no power in the matter; consequently the Legislature of 1838 passed a law, leaving it discretionary with the Board of Education to introduce German, if a sufficient number of citizens should ask for such instruction.

As the Board of Education was not inclined to consider the request of the people, the latter again went before the Legislature, and on the 9th day of March, 1840, had the foregoing law passed, which made the teaching of German, upon proper request, compulsory. Messrs. Perkins, White, and Crane, of the then Board of Education, were appointed a committee to promulgate a plan which would satisfy the law. This committee submitted its report, which was adopted in the meeting of August 3, 1840. It reviewed the law, and, in obedience to it, recommended that "schools be organized to teach children of German parentage orthography and grammar in their native language; also English spelling and grammar in connection with the reading and writing in both languages, so as to enable those pupils, in the possibly shortest time, to enter the purely English schools, where arithmetic, geography and other branches were taught."

While this was not exactly what the German resi-

dents expected, it was nevertheless the realization of a long-cherished plan. The committee also reported that they were not competent to judge about the school books, and that up to date only one German teacher had received a certificate from the Board of Examiners.



WM. E. BUNDY,

U. S. District Attorney; Trustee of  
Ohio University at Athens, O.

#### FIRST GERMAN ENGLISH SCHOOL.

On the first day of September, 1840, the first German-English school was opened in the basement of the North German Lutheran Church, now the Third German Protestant Church, on Walnut Street, between Eighth and Ninth Streets, Joseph A. Heeman being its first teacher. Previously Heeman had served as teacher of several parochial schools.

The next appointee was Henry Poeppelmann, whose active and successful work covered a period of over forty years. He resigned in 1885. His death occurred in 1895. The work of Poeppelmann, as one of the pioneer German teachers, will never be forgotten. The well-known Frederick Gerstaecker made his

examination as teacher at that time, but he never taught in Cincinnati.

On November 28, 1840, the second German-English school was opened in the rear of St. John's Church, on Sixth Street. The total number of pupils enrolled at the end of the school year was 427, with an average daily attendance of 200; the number of teachers had increased to five. Concerning the method of teaching German, there was at that time a great variety of opinions. Some favored purely German instruction in all branches, others favored German and English instruction combined. The result was that on March 12, 1841, about fifty prominent German citizens presented an address to the Board of Education, in consequence of which the Board organized two divisions: "The elementary class, in which German and English were taught orally as well as with the use of books, and the advanced class, which was to receive instruction in English one day, and the next day in German."

The promotion of pupils from the elementary grade into the advanced class took place at the end of the first year, or sooner if the progress of the pupils justified it. The pupils of the advanced German-English class were to be promoted to the proper English public schools after a biennial course, or sooner if they passed a satisfactory examination in English. By the adoption of this plan a three-years' course was secured for the German pupils, in accordance with which German and English were taught alternately.

#### BOARD OF EDUCATION UNFRIENDLY.

The Germans might have been satisfied with this plan if the Board of Education had not at this time discharged the German principal, Heeman, and otherwise discriminated against the rest of the German teachers by

reducing their salaries. The act of the Board caused a call for a meeting of German citizens, which took place on the 16th of July, 1841. Edward Muehl stated the purpose of the meeting, and set forth the importance of a good elementary German-English education. A committee drafted resolutions concerning the desires of the



JOHN C. ROGERS,  
A Graduate of the Cincinnati  
Law School, 1895.

meeting. The preamble of this resolution stated that the minutes of the last meeting of the Board of Education prove that the Board is not in sympathy with the German-English schools; that it tries to hinder their progress, or, in fact, to discontinue them, by changing the system; that said Board of Education showed its hostility by discharging a first-class teacher and reducing the salaries of others.

The meeting resolved to ask the Board to organize: (1) a primary class, where nothing but German should be taught; (2) a middle class, under supervision of two competent teachers, one teaching English and one German; and (3) an advanced or upper class, under the supervision of one German-English teacher who is able

to teach and compare both languages. The meeting also passed resolutions demanding the same salaries for German teachers as those teaching English. A committee of nine was appointed to watch the German interests.

The Board of Education turned a deaf ear to the demands of the German population. This apparent hostility of the Board was severely criticised by the German press. The *Volksblatt* especially made it its business to show up the hostile and antagonistic feeling against the German population among the members of the Board. The result was another meeting of German citizens. It was decided to organize the so-called advanced or upper grade, which was refused by the Board of Education, and to raise the necessary money by contributions. It was also agreed to vote for such candidates for the State Legislature who were willing to pledge themselves to vote for the passage of a new law which would compel the Board to organize so-called German-English public schools.

In the meantime the above-mentioned committee, under its chairman, Schweizerhof, got permission from the Trustees of the German Lutheran Church on Walnut Street to use their schoolroom for the newly-erected third or advanced grade, under the principalship of J. A. Heeman. The rapid increase, however, in the number of pupils soon demanded a removal of said grade to Cassett's house, on Main, between Woodward and Abigail Streets. The energetic conduct of the Germans caused consternation in the camps of their enemies, and the result was that the Board of Education again took control of the school and made it part of the public school system. Mr. Heeman, however, declined to serve under the Board of Education, and resumed his connection with the Catholic school on Thirteenth Street.



Henry Poeppelmann was now intrusted with the supervision of both German-English schools, one of which was located at the corner of Ninth and Elm Streets (the former Emigrants' School), and the other in the First District, on Franklin Street, east of Main.



**FRANK C. ZUMSTEIN,**

Member Board of Education, 1887-1891.

Two teachers were added to the list of German teachers. In the same year (1842), for the first time, a Committee on German Schools was appointed by the Board of Education. It consisted of Messrs. Cady, Poor, and Lathrop.

In 1843 the German cause gained considerably by

the election of Dr. Fred. Roelker as member of the Board of Education. The German committee was then composed of the members Cady, Roelker, and Cist. Previous to his election Dr. Roelker had served two years as English teacher in one of the public schools, and also as principal of the Catholic School of the Holy Trinity. He was eminently fit to serve as member of the Board, and the result was soon discernible.

Dr. Joseph Ray, president of the Board, says in his report of 1844: "Among the subjects most deserving of notice is that of the German-English schools. That these now form a very interesting and useful part of the common school system of this city is now admitted by all. Whatever the difference of opinion with regard to the proper course of study may be, it is generally acknowledged that they have thus far more than realized the expectations of their warmest friends. The German children in the elementary schools learn the English with almost *the same facility* as if no time were spent for teaching German."

Naturally a voice of such importance had some influence upon the future of German instruction; a somewhat less hostile feeling was being noticed, and the result was the appointment of a number of German teachers. The school facilities had to be increased, and German was now taught in the basement of the church on Walnut Street; in the school on Franklin Street; in the church on Elm Street, north of the Canal; in the school on Clinton Street; and in the school on Front Street, east of Deer Creek.

In the report for the school year ending June 30, 1847, President Hooper says: "The German schools have been well conducted, and appear to be under efficient teachers. One-half of the day is devoted to instruction

in the German language, and the other half is occupied with the English. It has been remarked that the children acquire both languages with equal facility as the English alone, which leads to the very interesting question as to the effect of the study of languages upon the development of mind: this is referred to with a view of



JOHN A. CHURCH,

Ex-Principal of Schools at Evendale,  
Springdale, and Carthage; Presi-  
dent Business Men's Club,  
1900-1901.

calling the attention of those who may hereafter be in charge of the schools to the subject in the event of the adoption of a more extended and liberal system of education in our free schools."

#### WHY GERMAN SHOULD BE TAUGHT.

This is a grand acknowledgment. It is the first time we meet the expressed opinion of a member of the Board that German shall in the future not be taught on account of the numerical representation of

German citizens, but on account of the development of the mind; on account of the acknowledged advantage of language study in the education of our children. This alone is the proper basis of the demand for teaching German in our public schools, as every intelligent and liberal-minded man will tell you.

By this time the German citizens were represented in the Board of Education by an increased number of members; more German schools were established, and additional teachers appointed. The result was most gratifying. Bellamy Storer, corresponding secretary of the Board, says in his report to the Common Council, dated June 28, 1848: "These schools (German-English) are among the most interesting and important departments of our system. They are thoroughly instructed and governed; the teachers and pupils are emulous to excel, and among all who are connected with the schools that liberality of sentiment which should ever exist between the native and adopted citizen is not only exhibited, but practically illustrated. Whatever doubts may have heretofore existed as to the policy of establishing these schools, there is now, we believe, no ground to indulge them."

From 1846-47 Lewis Weitzel was chairman of the committee on German; from 1849-50, Stephen Molitor. For the year 1849-50 Henry Roedter was elected second vice president of the Board, and in the same year the so-called German-English schools were abolished, and the German Department of the various district schools was inaugurated.

In 1850 the position of superintendent of public schools was created, and Nathan Guilford was elected to the position. While President B. Storer's report of that year contains nothing but praise for the German cause. Mr. Guilford simply mentions the work done in the different grades without comment.

From now on we find a constant increase in the German representation in the Board of Education. Within the next few years Christ. Ziegler, George Frintz, Val. Eichenlaub, F. Oehlmann, Isaac Wieser,

D. Wichers, and Dr. Stephen Unzicker were elected, and by the year 1853 the list of teachers was increased by about twenty. From 1851-53 John Schig was chairman of the committee on German.

#### THE KNOW-NOTHING SPIRIT.

In the latter year troubles arose again for the German Department. In certain quarters the feeling ran



ALBERT T. BROWN,  
Graduate Cincinnati Law  
School, 1886.

high against it, for the Know-Nothing spirit had taken hold of Cincinnati. In 1852 a large number of German citizens presented a memorial to the Board of Education, complaining of defects in the course of study in this branch. A special committee on investigation was appointed. Defects and serious inequalities were found in most of the schools, consisting in

the use of every variety of text-books, various modes in classification and instruction, attendance in other than the proper districts, and especial notice was taken of the fact that the German classes were instructed in their English studies by German teachers. This caused a reorganization of the schools, the principal result of which was that German instruction was entirely separated from English; that classes were transferred from

one to the other teacher at stated hours; a uniform course of text-books and studies for all German schools was adopted, the latter comprising the alphabet, spelling, grammar, reading, writing, composition, and declamation in German. Pupils residing in districts where German instruction was not afforded were, by permit of the trustees, transferred to the nearest German school district. This plan, which took effect in the fall of 1853, was the result of hard work and persistency of the German members of the Board of that year. After the adoption of the above plan, and at the end of his annual report, President Rufus King says: "They (the Germans) may well appeal to us to preserve between them that link without which all family and social ties are lost. This, we think, is fully accomplished by the arrangements just made." Mr. King, in 1889, told the author of this article, while attending law school, that he believes in teaching German in our public schools; that he has always recognized its benefit, etc.; which is sufficient proof that during an interval of thirty-six years he had no reason to change his mind. The above-mentioned plan gave the German Department a form which has ever since been in practice.

#### GERMAN IN THE HIGH SCHOOLS.

The school years 1853-54 brought about the permanent addition of a professorship of the German language in the high schools. We meet the name of Theodore Soden as teacher of German in the previous school year, but said teaching seems to have been experimental, for in his report for the above-stated school year Principal Ray, of Woodward, says: "As you are aware, it is a leading object in our course to furnish the pupils with that knowledge which will be most

immediately useful to them in their business relations in life. This led you to introduce the study of the German and French languages, which are now *regularly* and efficiently taught to about one-fourth of the pupils of the institution."



**COLUMBIAN SCHOOL,**

Harvey Avenue and Union Street, Avondale; Erected, 1893-97;  
Cost, \$77,435; 18 Rooms; F. E. Crane, Principal; Fred H.  
Ballman, Trustee. Exhibited at Paris Exposition,  
1900, as a Modern School Building.

Principal Cyrus Knowlton, of Hughes High School, says: "A professorship of the German language was *permanently* added to the school in February last by

the appointment of Theodore Soden, a native German, as teacher of that language."

While Superintendent Rickoff had not a word to say about German instruction in his lengthy report of the year 1855, President Rufus King again pays it a deserved tribute. But there were deficiencies in the German Department which were only noticeable to the German members of the Board. There was a lack of German teachers and also of accommodation; in some districts the teachers were overburdened. The result was a report of the Committee on German-English Schools, which was presented to the Board of Education by the chairman, Dr. Unzicker, September 3, 1855.

The recommendations were concurred in, and the desired relief granted.

During the following ten years the welfare of the German Department was carefully watched by men like Rowekamp, Eckel, Lilienthal, Ballauf, etc., and the result was that in 1867 German instruction was established in the so-called intermediate schools. The gap heretofore existing in the German branch between the district department and the high schools was now bridged over, and better and more satisfactory results were immediately observed. In 1870 the number of pupils in the German Department had increased to 10,440. President H. L. Wehmer, in his annual report, June 30, 1870, calls attention to the necessity of establishing a German Department in the city Normal School, in which request he was supported by J. F. Wisniewski, assistant superintendent of schools, who was elected in 1871 for the special purpose of supervising the German Department. In his second report the latter says: "In order to emancipate the German-English Department of the city from the dependence on European German



teachers for its sustenance, the supply of whom is very fluctuating and by no means sufficient and regular enough to fill our wants; and also to meet the question of the propriety of continuing to employ such teachers, it was deemed necessary to establish a German-English Normal School Department for the purpose of training German teachers."

#### GERMAN IN THE NORMAL SCHOOL.



LAURA HEINRICH WHITE,

One of the Fifteenth District School  
Teachers Who Died Recently.

Accordingly, on the 25th of September, 1871, the Board of Education created the German-English Normal School Department, to be in connection with the English Normal School, and one German teacher was appointed to take charge. Within a very short time twenty-five seats were occupied by female students. The successor of Karl Knortz, the first teacher in the

Normal School, was George H. Borger, who died December 13, 1882, and was succeeded by L. R. Klemm, who held the position for the remainder of the year; and he, again, was succeeded by Mrs. Johanna Huising, who was till recently the head of the department.

On May 16, 1876, the Committee on German De-

partment was authorized by the Board of Education to cause the different classes composing this department to be examined by such examiners and in such studies as the committee should think proper. In pursuance of their order, the committee appointed the following: E. Kuhn, George H. Borger, and Johannes Schmidt. This plan, however, was soon abolished.

Another important change in the German curriculum took place in 1882, when Judge F. S. Spiegel was chairman of the Committee on German. Of this Howard Douglas, the then president of the Board, says: "A very valuable and needed change has been made in the course of study under the direction of the Committee on German Department, of which Mr. F. S. Spiegel is chairman. This change consists in introducing translation into all the grades of the district schools, which will, in my opinion, increase the efficiency of the instruction."

John B. Peaslee, superintendent at that time, makes the following statement in the fifty-second annual report: "Years of experience in the simultaneous study of the English and German languages in the public schools of this city prove that the study of two languages so closely allied to each other results to the advantage of both. There is no discipline more perfect, no means more effective in inducting thought, than the study of a foreign tongue. These considerations alone would justify the introduction of a foreign language into the curriculum of our schools. The importance of teaching that language which is the nation's tongue of many thousands of citizens, and which unlocks to our pupils so grand and noble a literature, can not be overestimated. So popular is the study of German in our schools that more than one-half the pupils are in the German Department."

In the year 1884 the enrollment shows the following numbers :

District Schools.....	16,047
Intermediate Schools .....	1,943
High Schools.....	251

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Total.....18,241



**SHERMAN SCHOOL,**

Formerly Eighth District; Location, Eighth near John;  
 Erected, 1855-79-92; Cost, \$66,543; 24 Rooms, Seats  
 1325 Pupils; W. S. Strickland, Principal;  
 Dr. J. C. Marcus, Trustee.

This number alone proves that a majority of our citizens had taken the greatest interest in that branch of our curriculum. Nevertheless, attacks were always made

against the teaching of German, and have not even ceased to-day; but they are of so feeble a nature that nobody pays any attention to them. Besides, the better class of people, those who take interest in and have judgment of educational matters, will not suffer any change in our present school system.

The department that was inaugurated in 1840 with one teacher has now reached such dimensions that about 175 German teachers are at present employed in our lower schools, and four in the high schools.

The German in the lower grades of each district school is taught, as a rule, by lady teachers, under the supervision of the first German assistant, or German principal, whose duty it is to teach the German in the D grade, and supervise the instruction in the lower grades. In the intermediate and high schools almost all the teaching is done by the first German assistants. It will be seen readily that by this plan very little is added to the cost of maintaining the schools in consequence of instruction in German. Altogether, we spent about \$40,000 for German in Cincinnati—the amount paid to the first assistants. The teachers in the lower grades alternate with the English teachers of even grade, and if the Board were to dispense with those German teachers, English teachers would have to take their places. By spending about \$40,000 the Board of Education gives over 18,000 pupils a chance to avail themselves of the benefit and advantage of learning a language that is of immeasurable value in an educational as well as in a commercial way. A large percentage—and that growing from year to year—of those pupils studying German in Cincinnati is of purely English extraction, and at the beginning of the last school year, upon request of our most prominent

colored citizens, the Board had to appoint a teacher of German in one of our colored branch schools.

The German teachers have various organizations among themselves. The First German Assistants' Association has monthly meetings, in which educational mat-



**TWENTY-EIGHTH DISTRICT SCHOOL,**

Browne Street, West of Baymiller; Erected, 1880-87;  
18 Rooms, Seats 990 Pupils; Cost, \$54,447; W. H.  
Remley, Principal; Wm. Fahrenbruck, Trustee.

ters and all those topics of interest to the German Department are discussed.

The German Teachers' Association consists of almost all teachers in the department. Its meetings, in connection with the mixed chorus, consisting of about seventy-five voices, take place every other month.

There are also two general meetings of all teachers; addresses are made by the superintendent; and last, but not least, there exists the so-called German Teachers' Aid Association, its membership amounting to several hundred, and counting among its numbers many English teachers; its purpose being to aid the sick and disabled teachers.

#### THE GERMAN TEACHERS' RELIEF ASSOCIATION.

This society was organized on the 11th of September, 1878. August H. Bode was elected president, and Carl L. Nippert secretary of the first meeting.

The society was incorporated according to the laws of Ohio; and, in conformity with the articles of incorporation, the following directors were elected: Carl L. Nippert, Julius Maas, Michael Kneiss, G. A. Borger, Fannie Schulz, August H. Bode, Louis Rothenberg, and Johanna Huising.

The directors then elected the following Board of Trustees: August H. Bode, president; M. Kneiss, treasurer; and Carl L. Nippert, secretary.

The object of this association is to relieve teachers from financial need during times of sickness, and in case of death to defray the necessary funeral expenses.

Any teacher in the public schools of Cincinnati may be admitted to membership in this association on payment of the following initiation fee:

To the age of 25 years, inclusive, one dollar. From the 25th year, one dollar extra for each additional year.

The annual dues of each member are one-half per cent. of the annual salary. The dues do not exceed five dollars, if the salary is one thousand dollars or more. The sick benefits are one hundredth of the annual salary per week, but do not exceed the sum of ten dollars.

Members who draw salaries of \$600, \$700, \$800, \$1,000, or more, will therefore receive a weekly benefit of \$6, \$7, \$8, \$10, respectively. During the school year benefits for ten weeks only are allowed.

During the twenty years' existence of the association about \$600 to \$700 of sick benefits have been paid annually. The association has a sinking fund of \$5,000 and a membership of two hundred and fifty teachers.

Whenever a member of the association dies, \$100 are paid to the heirs to defray the funeral expenses. For that purpose an assessment of one dollar is levied when necessary.

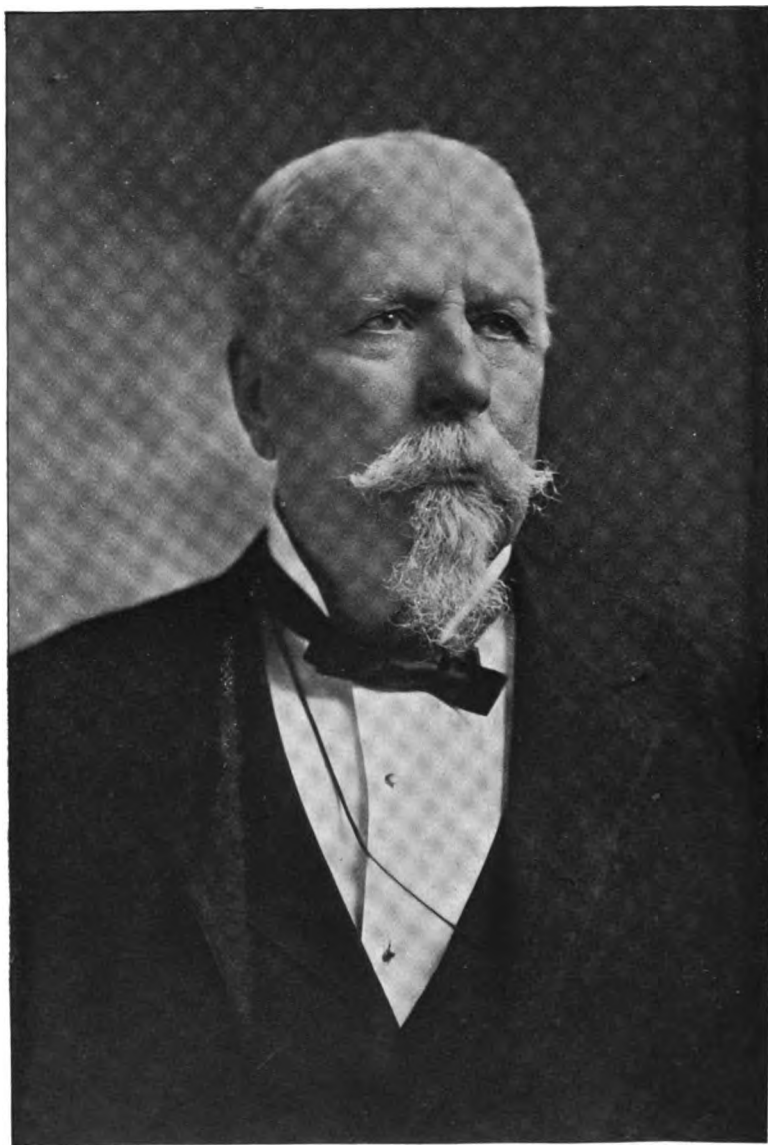
## CHAPTER XXXVII.

### THE COLLEGE OF JOURNALISM.

THE College of Journalism, founded in Cincinnati by Hon. Murat Halstead, in May, 1900, is an institution whose object is the training of young men and women to become capable writers for the press.

The demand for an institution of this kind is founded on the fact that there are thousands of bright people whose educational attainments would fit them to become successful journalists if they only had some knowledge of the technical requirements of the profession. In the hurry and rush of a newspaper office there is no person to take the new reporter aside and show him how his work should be done. He must spend years "groping in the dark" in order to learn those "tricks of the trade" which alone indicate mastery of the craft.

Mr. Halstead's position in the first rank of editors of



**MURAT HALSTEAD,**  
President of the College of Journalism. He is Famous as a Traveler,  
Historian, and Writer. Former Owner of the Commercial. (311)



this generation easily gave him precedence for a work so important.

The students of the College are taught those essential practices which result in profitable newspaper making. They are given an insight into the procedure of a newspaper office, shown how the work of one department hinges on that of another. They are told what to regard as news, how to recognize news, where to look for it, and how to judge of its value. They are shown how to prepare copy, how to write stories, news, and features to the best advantage; how to condense and how to display; how, when, and why space should be saved, and when it should be used without stint. They are shown how to edit copy and how to form a judgment of news from the standpoint of the copy reader and editor, and are told all about the duties of heads of departments. In short, they are given systematic training which will enable a person of ordinary education to hold a place of responsibility in a metropolitan newspaper office.

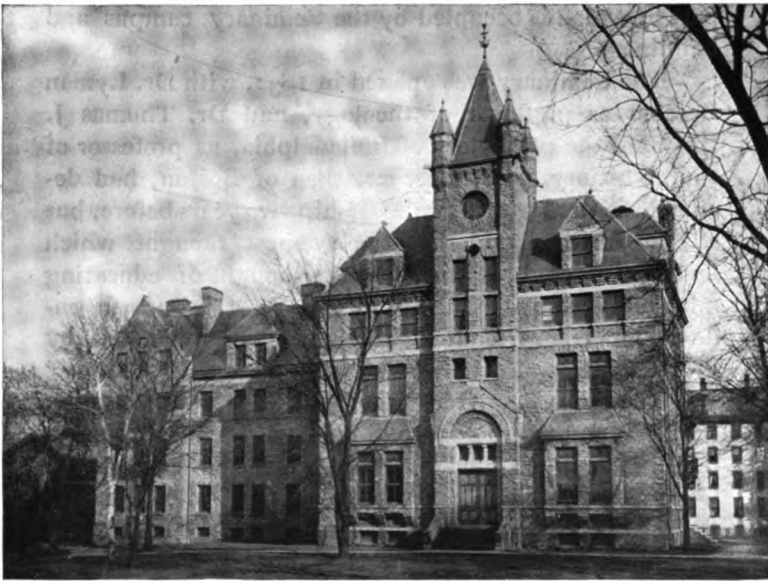
The success of the College of Journalism under the direction of Mr. Halsted was instantaneous, and more than three thousand endorsements were published in the daily papers of America. Headquarters are in the Perin Building, Fifth and Race.

## CHAPTER XXXVIII.

### LANE THEOLOGICAL SEMINARY.

**L**ANE THEOLOGICAL SEMINARY was formally established by a charter from the Legislature of Ohio, February 11, 1829. Four years previous, the General Assembly of the Presbyterian Church, in view of the rapid in-

crease of the population west of the Alleghanies, decided to found a theological seminary in that region. Allegheny, Pennsylvania, and Walnut Hills, near Cincinnati, were the chief competitors for the location. In 1827 the General Assembly voted in favor of Allegheny. Private enterprise laid the foundation of the seminary on Walnut Hills.



LANE THEOLOGICAL SEMINARY, FOUNDED 1829.

In 1828 Ebenezer Lane, belonging to the firm of E. Lane & Company, doing business in New Orleans, offered, after conference with Presbyterian ministers and laymen in Cincinnati, for himself and his brother, to donate one-fifth of the income of their business for four years for a training-school for ministers. These gentle-

men were members of the Baptist Church. In 1830 they gave four thousand dollars in payment of their obligation.

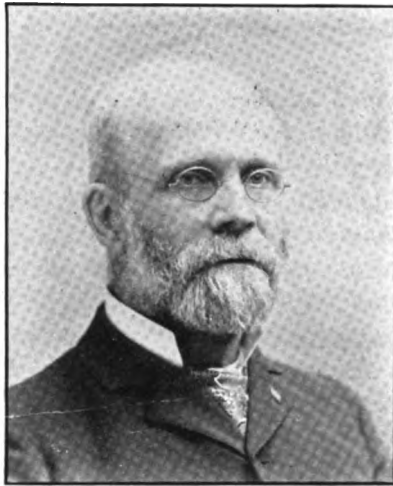
A year after Mr. Lane made his proposition, in 1829, Mr. Elnathan Kemper, a Presbyterian elder, living on Walnut Hills, in behalf of his father, the Rev. James Kemper, his brothers and himself, donated to the trustees of the proposed institution sixty acres of ground, a part of which is occupied by the Seminary campus and buildings.

The Seminary was opened in 1832, with Dr. Lyman Beecher as professor of theology, and Dr. Thomas J. Biggs, of the presbytery of Philadelphia, as professor of church history. Dr. Beecher, then of Boston, had declined the proffer of a professorship two years before, but at that time had said that the greatest thought which had ever entered his mind was the thought of educating ministers in the West and for the West. Further endowments from friends in Cincinnati were increased by gifts from New York and Philadelphia.

The charter provides that "all the professors, tutors, teachers, and instructors shall be members of the Presbyterian Church, in good standing, under the care of the General Assembly of said Church in the United States." It declares the design of the Seminary to be "to educate pious young men for the Gospel ministry." In accord with the doctrinal system and polity of the Presbyterian Church, the institution seeks to develop the religious life and piety of its students, and to furnish them with the most accredited results of evangelical scholarship. Students from other evangelical communions than the Presbyterian are welcome to its privileges.

Candidates for admission are expected to produce satisfactory evidence that they are members in full communion with some evangelical Church, and are graduates

of a college or university in the classical course. The requirement of a collegiate training will be waived only in exceptional cases, when, in the judgment of the faculty, a sufficient equivalent is offered. A certificate from a presbytery, recommending such an applicant to enter upon his theological course without the usual college



**WM. H. MORGAN,**

Superintendent of Schools August 12, 1889, to  
September 5, 1899.

training, will be regarded as a ground for his admission. The course is three years and has special reference to the ministry of the Presbyterian Church. The faculty (1902) is: Rev. Edward D. Morris, D. D., L. L. D., professor emeritus and lecturer on Westminster Symbols; Rev. Henry Goodwin Smith, D. D., professor of systematic theology, chairman of faculty, 1898-99; Rev. Alexander

B. Riggs, D. D., professor of New Testament exegesis and instruction; Rev. David S. Schaff, D. D., professor of church history; Kemper Fullerton, A. M., instructor in Hebrew and the Greek gospels.

Hon. E. E. White, ex-superintendent of Cincinnati schools, is president of the board of trustees. From 10 to 12 students are graduated annually.

The following noted professors have served the institution:

Rev. Lyman Beecher, D. D., d. 1863, President and Prof. of Didactic and Polemic Theology, 1832-1850; Prof. Emeritus till his death.

Rev. Calvin Ellis Stowe, D. D., d. 1886, Prof. of Biblical Literature, 1833-1850.

Rev. Baxter Dickinson, D. D., d. 1875, Prof. of Sacred Rhetoric, 1835-1839.

Rev. Diarca Howe Allen, D. D., d. 1870, Prof. of Sacred Rhetoric, 1840-1851, and of Systematic Theology, 1851-1867.

Rev. George Edward Day, D. D., Prof. of Biblical Literature, 1851-1866.

Rev. Henry Addison Nelson, D. D., Prof. of Systematic Theology, 1868-1874.

Rev. John DeWitt, D. D., L. L. D., Prof. of Church History, 1882-1888.

Rev. Henry Preserved Smith, D. D., Instructor in Church History, 1874; Prof. of Hebrew, 1875-1893.

Rev. Arthur C. McGiffert, D. D., Prof. of Church History, 1888-1893.

## CHAPTER XXXIX.

## SCHOOL ARCHITECTURE.

Samuel Hannaford.

FROM a strictly point of view there is little to be said regarding the architecture of the school buildings of Cincinnati. It was not until some time about 1835 that the school buildings became in appearance in any way distinctive. From that time up to the latter part of 1858 or 1856 there were erected several houses arranged upon a simple plan of four rooms per story—two rooms front and two rooms rear—divided by a central entrance hall, with two staircases. One side for the boys, the other for girls.

These buildings were two or three stories in height, as the necessities of the district demanded; thus, a two-story house contained eight rooms, a three-story house twelve rooms. The arrangement was very simple and economical of construction, and for an ordinary public school-house can not be improved upon. Each room was on a corner, insuring light and air from two directions, and thorough cross ventilation. The dimensions of the rooms might be varied as necessary, without in any way altering the general scheme. In their external appearance these houses were of the classical style, but very simple, without ornamentation, in good proportion, and they had the merit of declaring their purpose—they looked like school-houses.

Some time about 1858 there came a demand for larger houses. At this time John McCammon was appointed

superintendent of school buildings by the Board of Education, and, having an elementary knowledge of architectural drawing, was called upon to prepare the necessary drawings, etc., for the proposed new school-houses. At that time the Board of Education, either from a lack



SAMUEL HANNAFORD,  
Architect of University Buildings,  
the Observatory, Van Wormer  
Library, Music Hall, and  
Third Intermediate  
School Building.

of a proper conception of the value of professional services in connection with its representative buildings, and also the educational advantages of good architecture, or from absolute poverty, established a precedent that has been followed substantially to the present time; and the remuneration that has been doled out for architectural services has been niggardly in the extreme, and it is but fair to say that up to within a few years past the several buildings erected have been utterly devoid of architectural merit.

The first building erected under Mr. McCammon's superintendency was the Fifth District School-house, situated on the north side of Third Street, between Elm and Plum Streets. For many years thereafter, or until the year 1880, the same general style was maintained.

The buildings contained few conveniences, and in their interior and exterior appearances are extremely plain. They are devoid of any suggestions of art or beauty; not a feature that warms the feelings or begets a knowledge or appreciation of beauty. These buildings are, however, well and honestly constructed; they keep out the weather, and thus afford an opportunity of keeping school.

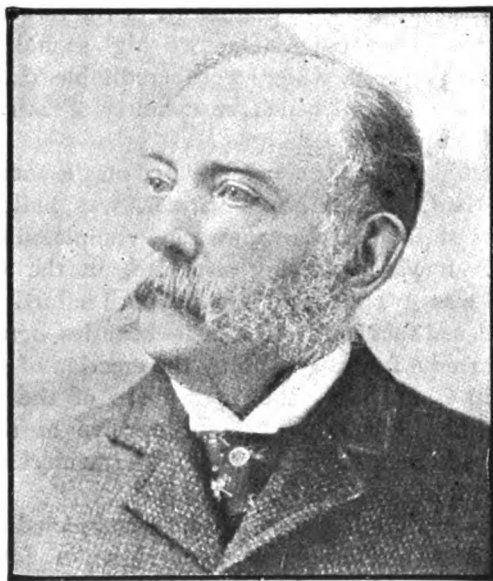
Previous, however, to this period of the total eclipse of art in our educational system, two high school buildings had been erected, which were creditable examples of architecture, around which the memories of their pupils still fondly cling.

The Hughes High School, situated on the south side of Fifth Street, opposite Mound Street, was built from the designs of John B. Earnshaw, and completed in the year 1853. It was a pleasing structure, in the Gothic style, and was a creditable architectural effort. It is, however, a sad fact to record that its beauties were completely marred a few years ago by the erection of an addition to its front, filling the entire space of the lot to the street line. It is impossible to conceive of a more homely facade than the addition, and the memories of the original building are fast fading away.

Woodward High School building, completed in the year 1854, was erected from the designs of John R. Hamilton, an architect of marked ability. An Englishman by birth and education, he adopted the Gothic style. The design was true and pure in its details, and consistently carried out. It was an unfortunate occurrence, however, that terra cotta was used instead of stone for the many architectural features of the design. Mr. Hamilton had traveled extensively over Italy, and knew of its almost universal use in Northern Italy, and strongly urged its adoption. Unfortunately, however, its manu-



facture was then an untried process here, and within a few years it began to disintegrate in the walls of the structure, and it became necessary to cut it out and replace it with stone. This unfortunate state of affairs brought the building into disrepute. Nevertheless, as an architectural design, it was eminently satisfactory.



JAMES W. McLAUGHLIN,

Architect of the Art Museum and Academy.

It will be seen that the two high school buildings were erected under liberal auspices and with some regard to the educational advantages of good architecture.

For the last few years the public school buildings have been creditable specimens of architectural effort.

Perhaps it may be complained of as being rather monotonous, but this is the almost inevitable result of one-man effort. Critically considered, they are in the main designed in that phase of "Romanesque" rendered so popular throughout the country by the work of R. H. Richardson, of Boston, of which the building of the Cincinnati Chamber of Commerce is a fine exponent.

In the school buildings referred to this feeling is plainly discernible in the high, steep-pitch roof; the constant repetition of circular towers, in place and out of place; the almost constant use of circular head windows; and the heavy, deeply-recessed, arched doorways, as well as in the use of the peculiar carvings introduced, wherein the surface is crowded to the utmost with heavy interlacing foliage; nearly always lacking in refinement and often semi-barbarious. Of all well-defined styles of architecture, or their variants, there is not one so ill-adapted to the demands of school architecture as the one under consideration, and it is only by doing violence to the very instincts of the style that it can in any way be reconciled or adapted to school-house purposes.

Up to the present "fire-proof" or "slow-burning" construction has not been used, except in connection with staircases and corridors. Our school buildings do not exceed three stories in height, and should never do so; indeed, it is a question whether they should ever exceed two stories in height. If more, they should be of fire-proof construction throughout. This is, however, very much more costly in construction, and it is possible that the financial question dominates. Nevertheless, the greater permanency of all constructional parts of a building and lessened repairs, the decreased rate of insurance, and the almost sure safety of the inmates, are items worthy of consideration. [21]

In regard to the ventilation of our school-houses, they are up to the average of their class in efficiency. To secure this result, the expenditure has been liberal. Almost every scheme of ventilation has been tried, and many different professors (?) of the science have been consulted.



THE JOSEPH H. HOFFMAN SCHOOL,

Formerly Nineteenth District; Erected, 1860-71-81-89;  
19 rooms; Cost, \$56,643; John A. Heizer, Principal;  
John Schwaab, Trustee.

The results of the several schemes vary greatly, but not one has proved as satisfactory as hoped for. Doubtless these disappointments are due, in part at least, to ignorant and careless handling of the several apparatus. There is, too, another cause wonderfully potent for evil

in this matter: the ignorance of many teachers of the elementary principles of ventilation.

An analysis of the cost of construction of the several school-houses reveals wide differences in the cost per pupil, ranging from \$20.82, in the Fifteenth District School-house, to \$102.74, in the Eighteenth District School-house, or \$122.45 in Walnut Hills High School

It is true that there are some variations in the constructional and decorative features of the several buildings, but it is apparent that these variations do not warrant the wide divergence in cost. It must therefore be chargeable to fluctuations in the prices of labor and material in the periods when the several structures were erected. This is a matter entirely beyond the Board of Education, who can neither build in advance nor postpone to an uncertain future.

The following table shows the cost, per pupil, in the erection of the several school buildings:

First District.....	\$66.42
Second District.....	62.39
Third District.....	30.66
Mt. Adams.....	84.77
Fourth District.....	75.25
Fifth District.....	60.20
Sixth District.....	63.00
Seventh District.....	71.31
Eighth District.....	40.95
Tenth District.....	72.31
Eleventh District.....	42.48
Twelfth District.....	30.00
Fourteenth District.....	20.88
Fifteenth District.....	20.82
Sixteenth District.....	62.87
Seventeenth District.....	24.80

Eighteenth District.....	\$102.74
Nineteenth District.....	53.84
Twentieth District.....	56.19
Twenty-first District.....	52.35
Twenty-second District.....	82.91
Twenty-fifth District.....	68.49



WM. J. KLEIN,

Elected Member Board of Education,  
April 2, 1900.

Twenty-sixth District.....	\$65.85
Twenty-seventh District.....	92.86
Thirtieth District.....	68.70
Webster Public School.....	63.26
Vine Street Public School.....	55.12
Whittier Public School.....	78.45
Windsor Public School.....	71.43

North Fairmount Public School.....	\$77.36
Garfield Public School.....	62.40
Kirby Road Public School.....	33.75
First Intermediate School.....	35.85
Second Intermediate School.....	28.46
Third Intermediate School.....	71.40
Fourth Intermediate School.....	42.71
Walnut Hills High School.....	122.46
Hughes High School.....	60.58
Woodward High School.....	67.38

That the above comparison of cost per pupil may be on as nearly parallel lines as possible, in those buildings with assembly halls, as the Sixth District, Second Intermediate School, etc., the area of the halls have been divided into school-rooms, thus accommodating more scholars than the present number of rooms, and the estimate has been made accordingly. The school-house of the Fourteenth District is a marked example of the fluctuations of the cost of building. This structure, in character of construction and finish, is near akin to many others, but the cost is only 50 per cent. of these others. The explanation is found in the date of erection, 1862, a time when the depression of the Civil War rested heavily on the industrial interests of the country.

It only requires a superficial view of our school-houses and their surroundings to perceive that in many cases the yard or play ground spaces are very limited. There are doubtless legitimate reasons for this condition of affairs in some cases, but in a majority of examples it is the outcome of downright parsimony.

The variation of the number of square feet per pupil of play ground space is based upon the total areas of the lots, and, not subtracting the areas of the school buildings, is as 12.91 square feet at the Third Intermediate

School to 73.78 square feet at the Whittier School, Price Hill. It is true that there are a few schools with larger area per pupil, but they are exceptional, being mainly in the suburbs lately annexed to the city of Cincinnati.

If the areas of the school buildings were subtracted,



WILLIAM RUEHRWEIN,  
Elected Member Board of Education  
in 1886.

it would in a majority of cases be fully 20-100 less, and this is the true measure to consider. In these lesser spaces scholars are huddled together in a manner that effectually forbids any real, active, healthy play. The comparison of vacant space per house, in consideration of its light and air, shows a most reprehensible state of affairs. There is no system of artificial ventilation, be it ever so perfect, or ever so well operated, that can

make amends for this primal shortcoming. It is a condition of affairs that results in a permanent, never-ceasing evil, a positive health-destroying agency; detrimental to teachers and scholars doomed to spend so large a proportion of their school life amid such an unhealthy

environment. Magnificent architecture, utilitarian conveniences, scientific ventilation, and comfortable heating may all be provided, and yet the school-house be a failure.

The schools with less than twenty square feet of area per pupil are the First, Second, Sixth, Eighth, Tenth, Eleventh, and Twelfth Districts, and the Second and Third Intermediate Schools.

The schools with more than twenty and less than fifty square feet of area per pupil are the Fourth, Fifth, Seventh, Fourteenth, Fifteenth, Twentieth, Twenty-first, Twenty-sixth, Twenty-seventh, Twenty-eighth, Twenty-ninth, and Thirtieth Districts; also the Webster Public School, the Vine Street Public School, Garfield Public School, the First and Fourth Intermediate Schools, and the Woodward and Hughes High Schools.

The schools with more than fifty square feet of area per pupil are the Windsor Public School, Whittier Public School, the Walnut Hills High School, and the Sixteenth, Seventeenth, Eighteenth, Twenty-second, and Twenty-fifth Districts.

The most expensive lot is that of the Tenth District, on the corner of Elm Street and the Canal. It is 150 x 120 feet, and cost \$62,500, and only provides 16.66 square feet of area per pupil.

In regard to the architecture of the immediate future, it is safe to predict that classic features will dominate, and greatly to the advantage of the buildings in regards to their beauty and stability. Perhaps there is no class of buildings that is subjected to rougher usage or more severely tried in their constructional parts than school-houses, hence the advantage of forms that tend to strength and permanency; and these forms are found in larger measure and more harmonious affiliation in the classic style than in others. With post and lintel construction



in proper proportion of strength to load, a condition of perfect rest or equilibrium may be obtained ; but with the arch this is rarely the case, and the observation and experience of the world fully indorses the Hindoo proverb, " The arch never sleeps."



**LINCOLN PUBLIC SCHOOL**

(Picture donated by Henry Baer),

**Delta and Golden Avenues, East End; Erected, 1898;**

**Cost, \$63,625; 18 Rooms; Seats 1000 Pupils;**

**Richard C. Yowell, Principal; John**

**G. O'Connell, Trustee.**

**NOTE.**—Previous to 1898 several school buildings were designed by H. E. Siter. During the year 1898 Mr. Siter was succeeded by Dornette and Sheppard, who are now architects for the Board. Up to this time they have designed these schools: Hyde Park (dedicated on

May 22, 1902); the Horace Mann School, O'Bryonville (ready September, 1902); the Wm. H. Morgan School (under construction). Plans have been made for several portable school buildings, designed to relieve our crowded districts. These portable structures are sealed and varnish-finished throughout, and may be given a trial. In St. Louis they have been successfully used. There are none in Cincinnati at this writing (1902).

James W. McLaughlin is architect of the Public Library, St. Xavier Parochial School, and of Lane Seminary.

## CHAPTER XL.

### THE HEBREW UNION COLLEGE.

David Philipson.

AS long ago as 1854 the late Rabbi Isaac M. Wise advocated the founding of a college for the training and education of rabbis. He felt that English-speaking ministers were greatly needed by the congregations of this country; that is, young men who combined the American spirit with the knowledge obtained from the sources of Jewish lore. In that year a society, which was known as the Zion Collegiate Association, was formed in Cincinnati, whose avowed purpose it was to found such an institution. As a result of its efforts, Zion College was organized, but this first attempt at a rabbinical seminary in this country was short lived.

Although this early movement failed, Dr. Wise did not relinquish the idea of which it was intended to be the practical realization. Year upon year he continued to

advocate in the columns of his newspaper, *The American Israelite*, the necessity of a union of the Jewish congregations of this country, whose first and most important work was to be the founding of a rabbinical college. His untiring and unceasing agitation at last bore fruit in the organization of the Union of American Hebrew Congregations in the city of Cincinnati in 1873. Delegates



THE LATE ISAAC M. WISE,  
Distinguished as Theologian,  
Historian, Educator, and  
Editor.

from about twenty-five congregations in various parts of the country were present. The first step towards the accomplishment of the cherished project of opening a seminary was taken at this meeting, where the founding of such a college was determined upon. Each congregation that joined the Union was taxed one dollar for each member for the maintenance of the college.

Shortly thereafter Dr. Wise obtained from Henry Adler, Esq., of Lawrenceburg, Ind., a gift of \$10,000, which was to be devoted to the college. The institution, known as the Hebrew Union College, was opened October 3, 1875, by an impressive service at the Plum Street Temple. The movement was, as a matter of course, tentative. An eight-years' course had

been arranged, four years of which were known as the preparatory department, and four years as the collegiate department. The preparatory department opened with eighteen students, ranging from the ages of thirteen to twenty. The sessions were held in the school-rooms of the Mound Street Temple for two years; during the



HEBREW UNION COLLEGE,

Located at 724 West Sixth Street Since 1881.

Founded by Isaac M. Wise, and First

Opened October 3, 1875.

three years following they were held in the school-rooms of the Plum Street Temple. In 1881 the large, double building, 724 W. Sixth Street, was acquired by purchase and has been the home of the college from that time to this day.

The Rev. Dr. Isaac M. Wise was chosen president

of the college at its opening, and he continued in that office until the day of his death, March 26, 1900. He and the Rev. Dr. Max Lilienthal volunteered their services as professors; the only other teacher at the time of the opening of the institution was Solomon Eppinger, a well-known Hebraist.

The college continued in the quiet tenor of its way for four years, when in June, 1879, the first class graduated from the preparatory department with the degree of *chaber, i. e.*, bachelor of Hebrew literature. In September, 1879, the collegiate department was opened. In the meantime the Rev. Dr. Moses Mielziner and Mr. Louis Aufrecht had been added to the teaching staff, the former as professor of Talmud, and the latter as preceptor in Hebrew.

Finally, the hopes of years were realized when on July 14, 1883, the first rabbis educated in an American institution were ordained. Four young men were given the *S'mikha, i. e.*, ordination by the president of the college. These first graduates of the institution were Israel Aaron, now rabbi in Buffalo, N. Y.; Henry Berkowitz and Joseph Krauskopf, both stationed in Philadelphia; and David Philipson, at present rabbi in Cincinnati. These young men were also graduates of a high school and of the Cincinnati University, it being a rule of the college that no one can obtain the degree of rabbi who has not graduated from a secular university. The sessions of the college being held in the afternoon, the students were enabled to attend the high school or the university in the morning.

Since then the Hebrew Union College has gone from strength to strength. It has graduated a class of rabbis yearly, until now its alumni number ninety-three. With few exceptions, all these rabbis are in active service

and occupy pulpits all over the land, from Boston to Seattle, and from St. Paul to New Orleans. In fact, most of the largest congregations in the land are ministered to by graduates of the institution.

The college is under the supervision of a Board of Governors, which meets the last Tuesday of every month. The members of this board are appointed by the Execu-

tive Committee of the Union of American Hebrew Congregations, which organization supplies the funds for the maintenance of the college. One-half of the members of the Board of Governors are residents of Cincinnati, the other half are chosen from among members of the congregations of other cities belonging to the union. The president of the board, Bernhard Bettmann, and the vice-president, Mr. Julius Freiberg, have served in



**RABBI DAVID PHILIPSON, D. D.,**  
Mound Street Temple. Professor  
of Homiletics at Hebrew  
Union College.

those capacities since the founding of the institution. The latter is also president of the Union of Congregations.

The faculty of the college at present is constituted as follows: Rabbi Moses Mielziner, Ph. D., professor of Talmud and rabbinical branches; Rabbi David Philipson, D. D., professor of homiletics; Rabbi G. Deutsch, Ph. D., professor of history; Rabbi Louis Grossman, D. D., professor of ethics; Ephraim Feldman, B. D.,

professor of philosophy; S. Mannheimer, B. A., instructor of Biblical exegesis; Caspar Levias, M. A., instructor of Aramaic and Biblical exegesis; Moses Bittenwieser, Ph. D., instructor of Biblical exegesis; Henry Malter, Ph. D., instructor of philosophical literature.

The library of the college consists of about 14,000 volumes. Of these there are 8,000 volumes of Hebraic, Judaica, and Orientalia; the remaining volumes belong to the field of general literature.

The college suffered an irreparable loss in March (1900) in the death of its founder and president, the Rev. Dr. Isaac M. Wise, who was also professor of systematic theology. The universal chorus of lament that was sounded at the time of his taking off was eloquent testimony to the esteem in which he was held among his classes, irrespective of creed, in all parts of the country. A movement is now on foot, inaugurated by the alumni of the college, to raise an endowment fund of \$500,000 for the benefit of the institution, to be known as the Isaac M. Wise Memorial Fund.

The Hebrew Union College occupies an unique place among the educational institutions of our city. Although located here, it is not merely a Cincinnati institution; it is national in its scope, and its welfare is the concern of the Jews of the United States.

## CHAPTER XLI.

### MIAMI MEDICAL COLLEGE.

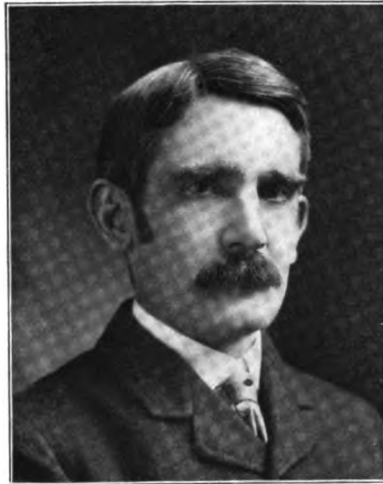
Wm. H. Taylor, M. D.

THE first meeting of the faculty of the Miami Medical College, of Cincinnati, was held at the office of Jno. F. White, M. D., on Fourth Street, Cincinnati, O.,

July 22, 1852. Members present : R. D. Mussey, M. D. ; C. L. Avery, M. D. ; Jno. F. White, M. D. ; John Davis, M. D. ; Jesse P. Judkins, M. D. ; George Mendenhall, M. D. ; C. G. Comegys, M. D. ; Jno. A. Murphy, M. D. John Locke, Jr., M. D., was a member, but not present.

The faculty was organized by the appointment of Jesse P. Judkins, M. D., as dean.

Such is the concise introduction to the history of Miami Medical College, on its records. The faculty was composed of the following : R. D. Mussey, M. D., professor of descriptive and operative surgery, J. P. Judkins, M. D., professor of surgical anatomy and surgical pathology ; Chas. L. Avery, M. D., adjunct professor of anatomy ; John F. White, M. D., professor of theory and practice of medicine ; George Mendenhall, M. D., professor of obstetrics and diseases of women and children ; John A. Murphy, M. D., professor of materia medica, therapeutics, and medical jurisprudence ; C. G. Comegys, M. D., professor of institutes of medicine ; John Locke, Jr., professor of chemistry.



J. C. OLIVER, M. D.,  
Dean of the Miami Medical College  
Since 1901.



A building at the northwest corner of Fifth Street and Western Row (now Central Avenue) was remodeled and served well for college purposes for several years. In the first circular issued, among other points which appear odd at this day, we find: "Four years of regular and reputable practice will be received as equivalent to one course of lectures. \* \* Good boarding (including lights and fuel), from \$2.00 to \$3.00 per week."

In addition to attendance on clinical lectures at Commercial (now Cincinnati) Hospital, the faculty provided clinical facilities by securing medical supervision of St. John's Hospital, at northwest corner of Third and Plum Streets, where excellent clinics were held, and by establishing a dispensary at the college.

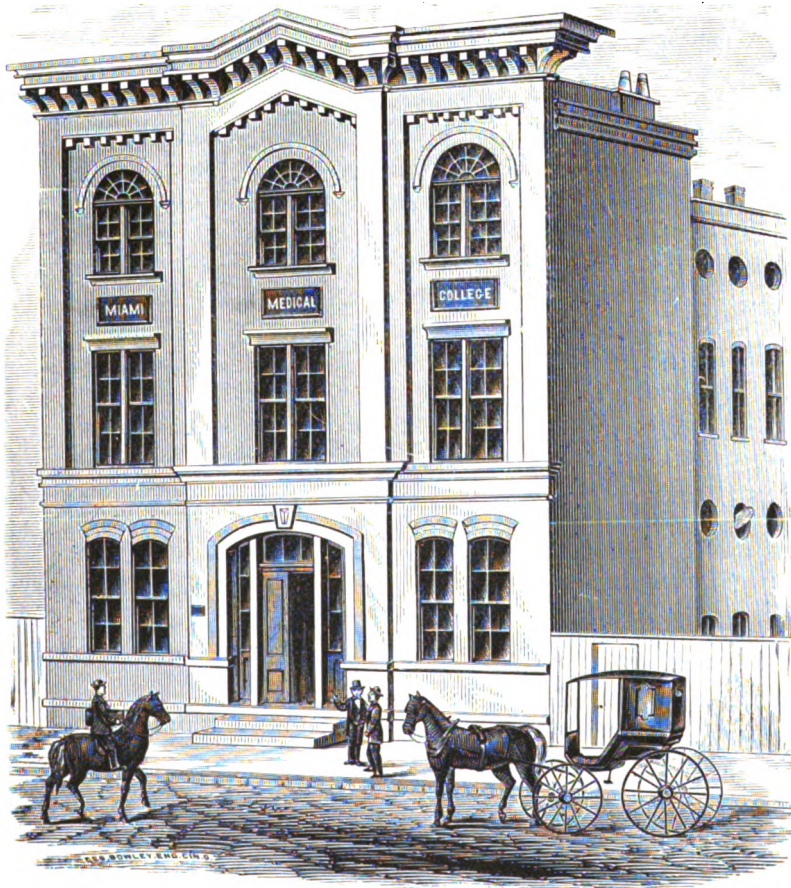
That the faculty had decisions of character is shown by its action during the first session, viz. : *Resolved*, That in consequence of neglect of duty on the part of Prof. —, the chair of — be declared vacant."

Thirty-two students were matriculated the first session, and so prosperous was the college that for the fifth course of lectures there were one hundred and four matriculants.

In 1855 Prof. E. Williams opened an ophthalmological clinic in connection with the college, the first of the kind west of New York.

After five courses of lectures it was deemed advisable to unite The Medical College of Ohio and Miami Medical College. A coalition was effected, and Miami ceased to exist.

For several years the War of the Rebellion absorbed the attention of the people, and gave active occupation to many physicians; but on the return of peace the revival of the college was determined upon, and in 1865



MIAMI MEDICAL COLLEGE,  
South Side Twelfth Street, Between Elm and Plum.

(337)

with Profs. Mendenhall, Judkins, and Murphy, of the original faculty, the school was re-established.

The first course of lectures was delivered in the dental college on College Street. So heartily did the profession approve the effort of the faculty, there were one hundred and fifty-six matriculants from seventeen States at this session. This success compelled immediate efforts for proper accommodation of the school, so that before the next session began the faculty had purchased the lot and erected the building on Twelfth Street, which has ever since been the home of the college.

The college has continued uninterruptedly since its reorganization, constantly seeking to teach medicine in such a manner as to make thorough and reliable practitioners. With this end in view the policy of the faculty has been to keep pace with every advance in the requirements of the profession. It has consequently extended its curriculum, greatly enlarged its teaching corps, and provided well-equipped laboratories for chemical, microscopical and bacteriological study, and furnished abundant clinical facilities in all departments. So that to-day we are justified in the assertion that Miami Medical College is in the first rank of American schools of medicine.

#### DEANS.

J. P. Judkins, 1852-53.

George Mendenhall, 1853-57 and 1865-73.

John A. Murphy, 1873-82.

William Clendenin, 1882-85.

William H. Taylor, 1885-93.

N. P. Dandridge, 1893-1901.

J. C. Oliver, 1901—.

#### SECRETARY.

Dr. W. E. Lewis, 1902—.

## CHAPTER XLII.

### THE NIGHT LAW SCHOOL OF THE Y. M. C. A.

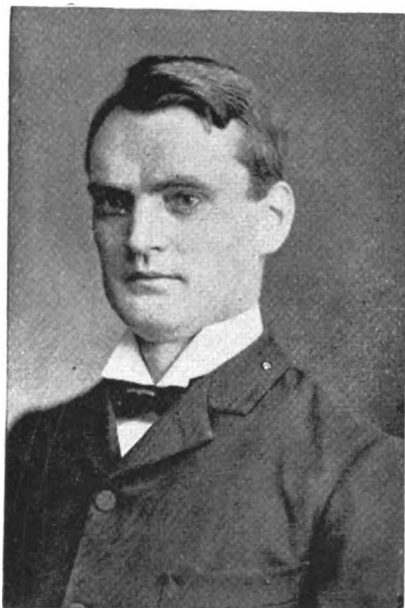
**I**N September, 1893, Robert M. Ochiltree, a practicing attorney, obtained permission from the Board of Directors of the Cincinnati Y. M. C. A. to organize and establish a law school as a department of their Educational Institute. After a few weeks' announcement and preparation the school, with seventeen students enrolled, was formally opened on the evening of October 17th.

This number increased in a few weeks to thirty-nine, and each succeeding year has shown a marked increase in attendance, passing the one hundred mark in 1895. For the year ending June 1, 1902, one hundred and fifty-eight students were enrolled. The following were among the members of the first class, and were present on the opening night:

Thos. J. Davis, cashier Fifth National Bank; John D. DeWitt, attorney (1895), ex-president Stamina Republican League; Frederick L. Hoffman, attorney (1896), member faculty (1902); C. W. McKnight, chief clerk auditing department C. H. & D. R. R. (1896); C. O. Rose, ticket agent; W. H. Cowguill, attorney (1896); I. L. Huddle, attorney (1896); Robert C. McCouaghy, attorney (1895); Chas. P. Mackelfresh, attorney (1895); Robt. J. Woods, attorney (1896); B. C. Stephenson, (1897); A. L. Vickers (1900); David M. Allen, (1896); R. L. Blagg (1895); John G. Heher, attorney (1895); and W. P. Lyons, publisher.

From the opening of the school year in October,

1893, to September, 1895, Mr. Ochiltree was the only instructor. Beginning with 1895 the course of two years' study was extended to three years, and the faculty was increased until at present (1902) twenty-one members of the Hamilton County bench and bar are actively engaged in the work.



R. M. OCHILTREE,  
Dean and Founder of the Y. M. C. A.  
Law School.

Judge Howard Ferris delivered a series of lectures before the classes during the school year 1895-96, and with the opening of the school in September, 1896, he and Judge Howard Hollister, Judge Dan Thew Wright, Judge James D. Ermston, Thomas H. Darby, C. P. Mackelfresh, and Fred'k L. Hoffman became members of the law faculty.

In 1899 the Board of Directors, in honor of the president, Mr. Alexander

McDonald, named the educational department of that institution, "The McDonald Educational Institute." In June, 1900, they filed with the Secretary of the State a copy of the corporate charter and such schedules of

property as were required by law to place the educational work on a regular college basis, giving them authority to appoint a faculty, prescribe courses of study, and confer degrees.

#### FIRST ANNUAL COMMENCEMENT.

The first annual commencement exercises were held June 26, 1900. The Hon. Ferdinand Jelke, Jr., delivered the baccalaureate address, and President D. B. Meacham conferred the degree of bachelor of laws upon the following graduates :

David M. Allen, Clarence E. Baen, Harlan Bailey, Harry H. Bausch, Samuel W. Bell, Robert L. Blagg, Charles Broadwell, Harry F. Brewer, Glen G. Brown, Henry F. Bulow, William A. Burkamp, Robert H. Berger, John H. Costello, William H. Cowguill, John D. DeWitt, Charles A. Davis, Malcolm G. Davies, Harry E. Engelhardt, John O. Eckert, Arthur C. Fricke, Alfred T. Fulford, Charles A. Gehrlein, William G. Griffith, Frank Hannaford, Frederick L. Hoffman, Charles H. Harmeyer, Victor H. Hertwig, Albert W. Highlands, John W. Heuver, B. A. Hulswitt, John W. Harrop, Charles H. Jones, T. Newton Jones, Walter A. Knight, Joseph L. Lackner, William Lamb, William C. Lambert, Robert A. LeBlond, Simon Lemonek, Frank P. Low, Charles G. Martin, Charles P. Mackelfresh, Clinton E. Mather, Charles W. McKnight, Robert C. McCouaughy, Harry J. Meyersieck, Arthur C. Minning, William E. Moore, William V. Muller, Edward Mitten-dorf, Christian F. Mumm, George W. Platt, Gerrit J. Raidt, James M. Riddell, William A. Rinckhoff, Millard F. Roebeling, Charles O. Rose, David P. Schorr, Frank X. Schaefer, Jesse M. Simon, Harry B. Sprague, James M. Stone, Arthur L. Vickers, Frank C. Vogelbach, John



**HOWARD FERRIS,**  
**Superior Court Judge, Professor of Law**  
**at Y. M. C. A. Law School. (342)**

J. Ward, William Wersel, Frederick E. Wesselman, Herman J. Witte.

Of those who have been and are now students, many are college graduates—Harvard, Yale, and other colleges being represented, as well as the University and high schools of Cincinnati. All are active young business men, occupying positions of trust and credit in the banking and mercantile houses and educational institutions of Cincinnati and surrounding cities.

#### INSTRUCTION—REGULAR COURSE.

The lecturers and instructors are regularly engaged in the practical administration of the law; and, although special attention is given to Ohio law, yet the general principle of jurisprudence, applicable alike to all parts of the country, are carefully inculcated.

The course of instruction aims to combine the advantage of all approved systems and methods. It includes free and written lectures, the study of text-books, statements of important decided cases, recitations, keeping of note-books, reviews, examinations, exercises in drafting various legal papers, the criticism of briefs, and arguments in moot courts, courses of reading, etc.

Although the aim of the instruction is to teach a knowledge of principles, rather than of mere cases, yet special attention is given to fixing in the mind of the student the leading decisions on all subjects of the law.

The sessions are held in the evening between the hours of 7:30 and 9:30 o'clock.



ALEXANDER McDONALD.



## PLEADING AND PRACTICE, AND MOOT COURT.

A court of practice forms a leading feature in the course of instruction, and each student is required to pursue a systematic course of instruction in the preparation of all kinds of legal papers, such as are likely to occupy the attention of the practitioner.

Two senior and two middle-year students, one of each act as counsel for plaintiff and defendant, and two middle-year students act as associate justices.

The following members of the Cincinnati judiciary and bar have presided at moot courts: Judge Dan Thew Wright; Judge Edward J. Dempsey; Judge David Davis; Judge Otto Pfleger; Edwards Ritchie, Esq.; Wm. L. Dickson, Esq.; Adolph L. Brown, Esq., deceased; Wm. E. Bundy, U. S. district attorney.

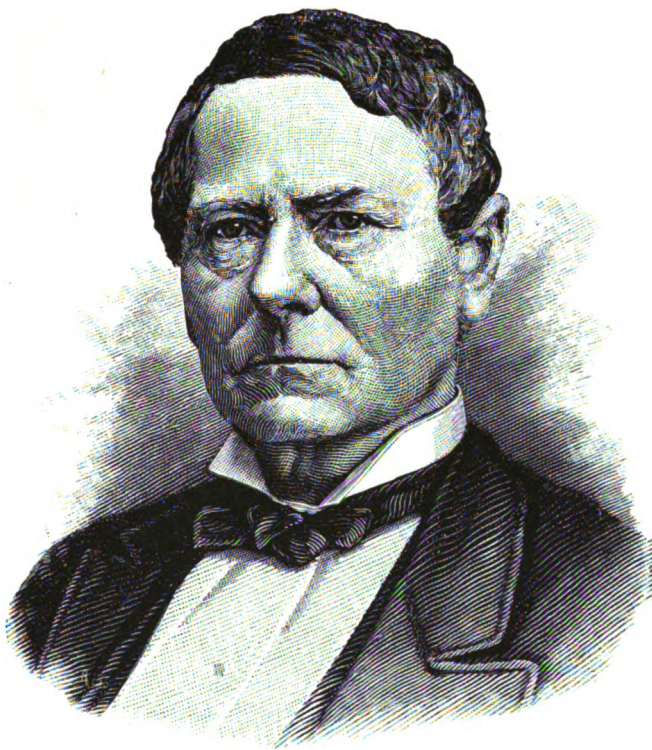
## LIBRARY.

Provision is made for the annual addition of law books to the library. At present it comprises the United States Supreme Court Reports, the American State Reports, the New York Reports, the Massachusetts Reports, the Kentucky Reports, the Ohio and Ohio State Reports and all reports of other Ohio courts, and many books of reference, including the works of recognized standard law text-book writers.

## GRADUATION AND DEGREES.

Candidates for graduation must attain: for a degree of LL. B., an average of not less than seventy per cent. in the required studies of the junior and middle years, and a general average of eighty per cent. at the final examination held at the close of the senior year, and have been admitted to practice law in the State of which they are residents.

The school opens in September and closes with com-



DAVID SINTON,

Founder Y. M. C. A. (Gave Over \$120,000); Donor of Art Academy Building, \$97,000; Established Sinton Chair of Economics, University, \$100,000; Founder of Sinton Medals in High Schools.

(345)

mencement exercises on the third Wednesday of June of each year.

LAW FACULTY.

The faculty for the coming school year, 1902-3, is as follows :

R. M. Ochiltree, LL. B., dean,  
Judge Howard Ferris, A. M., LL. B.,  
Judge Dan Thew Wright, LL. B.,  
Judge Moses F. Wilson,  
Rankin D. Jones, LL. B.,  
Lewis M. Hosea, LL. B.,  
Frank M. Coppock, LL. B.,  
Thos. H. Darby, LL. B.,  
Frank F. Dinsmore, LL. B.,  
Fred'k L. Hoffman, A. B., LL. B.  
Chas. F. Williams, LL. B.,  
D. P. Schorr, LL. B.,  
Stanley Mathews, LL. B.,  
Albert H. Morrill, A. B. LL. B.

CHAPTER XLIII.

CINCINNATI SOCIETY OF NATURAL HISTORY.

THIS society was organized January 19, 1870, with twenty-five members, and incorporated June 20, 1870, as a *free public educational institution*. For thirty years it has maintained this position by means of its original explorations and investigations, its collections, and for the past nineteen years by annual courses of free lectures on scientific subjects. The lecturers who have been presented to the public under the auspices of the society

have included many of the leading scientists of the country.

This successful career in the diffusion of knowledge and the advancement of science has necessitated at times great sacrifices on the part of the members, and it is only fitting that mention should be made of some of those, now passed to the great beyond, whose early labors made possible the position attained by the society as an educational factor. Dr. John A. Warder, accomplished botanist and horticulturist, was the president during the first five years. Dr. R. M. Byrnes, Dr. H. H. Hill, Mr. Robert Clark, Dr. W. H. Mussey, Prof. J. F. Judge, Mr. R. B. Moore, Mr. S. E. Wright, Mr. Julius Dexter, Dr. Charles F. Low, and Dr. Joseph F. James were tireless workers at a time when the outlook for any substantial support for the institution was not very bright



Y. M. C. A.,  
Seventh and Walnut.

Among members yet living who upheld the society in its infant days, are Dr. O. D. Norton, Prof. G. W. Harper, Mr. Davis L. James, Mr. Charles Dury, Dr. F. W. Langdon, and Dr. J. H. Hunt.

As the successor of the Western Academy of Natural Sciences, the society, on September 5, 1871, received the entire property of the former institution, consisting of about \$350 in money, a library of 265 volumes, and a collection of specimens of natural history. The survi-

ving members of the academy were elected life members of the society. Amongst these were U. P. James, Robert Buchanan, George Graham, S. T. Carley, E. O. Hurd, and J. M. Edwards.

The society has published its proceedings and contributions to science in "The Journal of the Cincinnati Society of Natural history," now in its twentieth volume, which has brought it into relation, as a working body, with the leading scientific institutions of the world, and which enable it to greatly enhance its library

During the first seven years of its existence the young society was dependent upon the membership dues to meet current expenses, and in this time of need the trustees of the Cincinnati College liberally provided rooms for the meetings and collections free of rent.

Mr. Charles Bodmann, a member of the society, was so impressed with the good accomplished for the public by such an institution that he became its most conspicuous benefactor by a bequest of \$50,000, which was received in July, 1877. A portion of this has been invested in a home for the society (now far too small for its needs) at 312 Broadway, and the remainder is kept as a permanent fund for the support of the institution.

The large and valuable collections of the society illustrate, as nothing else can, the geology and mineralogy, the fauna and the flora, of Ohio, Indiana, and Kentucky, and to some extent of the world. They are therefore of great value in teaching of the natural resources of this region.

These collections are open to the public, without charge, from 9 A. M. to 5 P. M. daily, Sundays and legal holidays excepted.

At present a plan is under consideration looking to the transfer to the University of these valuable collec-

tions; the only important condition proposed by the society being the erection, by the University, of a suitable fire-proof building to receive them, which building shall be open to the public at reasonable hours, free of charge.

The present officers of the society are: President, Dr. C. R. Holmes; First Vice-President, Mr. Davis L.



NATURAL HISTORY SOCIETY BUILDING,  
It Contains, Besides Lecture Rooms,  
Extensive Collections of Specimens.

James; Second Vice-President, Mr. Thomas H. Kelley; Secretary, Dr. Arch I. Carson; Treasurer, Mr. T. B. Collier; members at large of the Executive Board, Mr. Wm. Hubbell Fisher, Mr. Charles Dury, Dr. M. H. Fletcher, Dr. A. J. Woodward; Director of Museum,

Josua Lindahl, Ph. D.; Librarian, J. M. Nickles, A. B., M. S.; Curators, Prof. Walter H. Aiken, Botany; A. C. Billups, A. B., C. E., Conchology; William Osburn, A. M., Entomology; H. Wuestner, Mineralogy; Charles Andrew, Photography; Publication Committee, Dr. Joshua Lindahl, Editor, Mr. Davis L. James, Mr. Charles Dury, Mr. C. G. Lloyd.

## PRESIDENTS.

1. Dr. John A. Warder, 1870-75.
2. Samuel A. Miller, 1875-76.
3. Dr. W. H. Mussey, 1876-77.
4. R. B. Moore, 1877-78.
5. V. T. Chambers, 1878-80.
6. Dr. R. M. Byrnes, 1880-83.
7. Dr. J. H. Hunt, 1883-85.
8. Prof. Geo. W. Harper, 1885-86.
9. Dr. Walter A. Dun, 1886-87.
10. J. Ralston Skinner, 1887-89.
11. Wm. Hubbell Fisher, 1889-90.
12. Col. J. W. Albert, 1890-92.
13. T. B. Collier, 1892-94.
14. D. L. James, 1894-96.
15. Dr. F. W. Langdon, 1896-97.
16. Charles Dury, 1897-98.
17. Dr. O. D. Norton, 1898-99.
18. Dr. M. H. Fletcher, 1899-1901.
19. Dr. C. R. Holmes, 1901—.

## CHAPTER XLIV.

## CUVIER CLUB.

ONE of the institutions that plays a prominent part in the Cincinnati school system is the Cuvier Club, No. 30 Longworth Street. In 1871 a few gentlemen, fond of field sports, determined to form a sportsman's society, whose object should be to elevate the tone of field sports and to enforce the game laws. They organized the Ohio State Society for the Protection of Game and Fish, and for a time met in private offices.

They soon rented a room, No. 200 West Fourth Street, where they met until February 5, 1874. January 1, 1875, the name was changed to the Cuvier Club, in honor of the French naturalist. On January 1, 1875, invitations were sent out to citizens at large, and a public reception was held later, about five hundred visitors responding. January 14, 1882, the club met for the first time in its present building. A reception was held on the occasion, over 1,500 ladies and gentlemen attending. It was decided to have a museum. Social features were also made prominent, and an annual banquet, held every November, was provided for. This is now one of the events of the year.

The museum comprises 2,000 birds, 192 fishes, 99 animals and 1,300 birds' eggs. The library is a rare collection of standard works on natural history, most of them presented to the society by Alexander Starbuck (president 1900). The museum is open to the public. Numerous teachers bring their classes here to study bird



life and other natural curiosities. On several occasions there have been so many children in attendance that it was necessary to secure the attendance of police to assist in caring for the crowds. The museum is free, and is constantly sought by students and teachers of natural history. Mr. Charles Dury, the costodian, frequently

lectures in the schools on natural history topics. The Audubon Society meets here. The Cuvier Club has done more to create a love and respect for bird and animal life than any other organization in the city. At present the club is contemplating moving to more commodious quarters, where it can have a larger museum room and more lecture rooms.



DR. FRANK W. LANGDON,  
Professor Miami Medical College;  
Neurologist to the Cincinnati  
Hospital.

THE AUDUBON SOCIETY OF THE STATE  
OF OHIO.

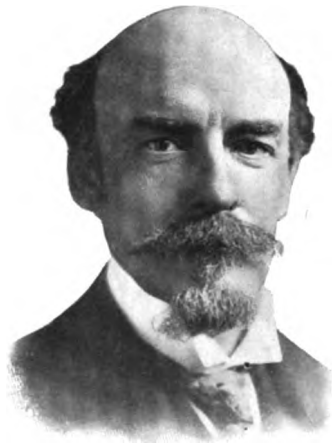
The purposes of this society are :

1. To disseminate a knowledge of birds, and to teach their relations to man.
2. To impart information respecting the economic value of birds to agriculture, and their general importance to the welfare of man.



BENN PITMAN.

Benn Pitman was born in England, July 24, 1822; trained for an architect, but came to the U. S. to publish books and further the spread of the phonetic art; inventor of the electro process of relief engraving (1855). It was in his office and at his expense that the first successful results of photo relief engraving were obtained by Dr. J. B. Burns, in 1865. In 1858 Mr. Pitman published a work on elementary mathematical drawing. During the Civil War he was military recorder. He reported and edited most of the State trials, etc. For twenty years he taught artistic carving at the Cincinnati Art Academy. Was president of Phonographic Institute Co. and biographer of his brother, Sir Isaac Pitman. [352A]



**WM. HUBBELL FISHER,**  
**President Audubon Society Since its Organ-**  
**ization and Director of the Natural**  
[352<sup>n</sup>] **History Society.**

3. To cultivate a sensibility to the beauty of living birds, and to the attraction they confer upon the objects of nature.

4. To promote an abiding interest in birds and in the study of ornithology.

5. To encourage the protection of birds, their nests, eggs, and haunts.

6. To discourage all reckless and wanton destruction of any birds.

7. To discourage the wearing of feathers. except those of our domestic fowl and of the ostrich.

8. To encourage and provide, so far as practicable, for the education of children and adults upon any and all of the aforementioned objects.

This society was organized October 21, 1898.

Its first officers were: President, William Hubbell Fisher; vice-president, William H. Venable; recording secretary, Harriet H. Hastings; corresponding secretary, Clara Russell.

The society was duly incorporated in March, 1900, as "The Audubon Society of the State of Ohio," and has been very active through its members in promoting the protection of birds and of bird life throughout the City of Cincinnati and the State of Ohio, and many of its members have frequently addressed the pupils of the district, intermediate, and high schools, to enlist their efforts for the protection of birds.

The society meets once a month in the Cuvier Club and hears lectures and reports of committees. These meetings are enjoyable and instructive.

## CHAPTER VI.

## THE HAYWARD SCHOOL OF ELOCUTION.

THE Hayward School of Elocution, which has its home at No. 518 E. Fourth Street, was founded less than five years ago by Mrs. Frances Rolph Hayward.

The advent into the States of the Middle West of institutions devoted exclusively to the teaching of voice culture, and the forensic and dramatic arts, is of comparatively recent date. They have come none too soon, if the "American voice" is to be eliminated, and our future generations are to be free from reproach that we have the least cultured voices of any of the greater people of the earth.

The Hayward School, with a well-equipped faculty of experienced teachers, has been a success from the beginning. Mrs. Hayward in herself presents a remarkable instance of what correct training may do for the voice and for the preservation of those physical adjuncts that are so essential in callings where perfect control of the vocal powers is a first requisite.

Her early school training was under the best masters in England, and in her home life she was fortunate in the tutelage of her distinguished father; for she is a daughter of the late, the Honorable Dr. John Rolph, of Cambridge, England, who later became eminent in the annals of Canada as a conspicuous leader in that great Parliamentary struggle which wrested from Great Britain, for the Dominion of Canada, those measures of liberal reform which, in our own land, were gained only by the



**MRS. FRANCES ROLPH HAYWARD,**  
**Principal of the Hayward School of Elocution. For Many Years**  
**Instructor of Elocution in the Cincinnati Law School. (355)**

long and bloody struggle of the Revolutionary War. Dr. John Rolph, statesman, lawyer, orator, and physician, was a man of rare gifts, and his daughter's endowments are but the natural fruit of heredity and training.

Perhaps the highest tribute to her ability that she has ever received in this the land of her adoption, was a position accorded her for many years as teacher of elocution at the Cincinnati Law School. It is not often that a woman is chosen to instruct classes composed exclusively of men. The letter of Gen. Jacob D. Cox, for a long time dean of the law school, attesting her success as an instructress, and expressing his regret at losing her services, is among her most prized testimonials.

The past year has been the most prosperous of the school's existence. In addition to all that is implied in the term elocution, the Hayward School includes in its curriculum voice culture and training for the stage, classes in physical culture, languages and English literature. The school thus firmly established bids fair to grow and maintain its present high place among the educational institutions of our city. It has already done much to awaken a hitherto unknown appreciation of the fact that grace of voice is as essential as grace of presence and manners among the requisites of polite life.

## CHAPTER VLI.

### THE NORMAL SCHOOL.

Carrie Newhall Lathrop.

THE Cincinnati Normal School was established in September, 1868. One room in the Eighth District building was assigned to the students, and two rooms of

children of the first four years of school were set apart for a practice department. The length of the course was one year, and, in order to induce young women to take the training, the Board of Education passed a regulation which made a diploma from the Normal School equivalent in salary to two years' experience in teaching,



MONTAVILLE FLOWERS,

Leading American Monologist; Formerly  
Superintendent of Norwood Public Schools.

so that the graduate of the Normal School began teaching on a salary of \$500, and her untrained associate received only \$400.

Such a consideration, combined with the professional training, attracted to the city a number of experi-



enced teachers, some of them women of mature years, who availed themselves of the opportunity to better their condition professionally and pecuniarily. At that time the school was the first of its kind and size west of the Alleghany Mountains. The plans for its establishment were conceived in great wisdom, after earnest, patient investigation of other normal schools, and then wisely and skillfully adapted to the needs and environment of this city. It was established on an exceedingly broad basis of those times, and indeed many of its features might well appear in the best-equipped normal schools of to-day. For this a debt of gratitude is due the Committee on Normal School and to John Hancock, superintendent.

For the head of the school was selected a graduate of the State Normal School, of Oswego, N. Y., Miss Sarah D. Dungan, who, however, resigned at the end of the year, owing to her marriage. She is now Mrs. Sarah D. Jenkins, of Ithaca, N. Y., and has under her charge the English department of the Preparatory School for Cornell University, the English in the public schools of Ithaca, and she is editor of *The Popular Educator*.

In the second year of the life of the school another principal came from the East to take charge of the work just begun, Miss Delia A. Lathrop, a graduate of the Albany State Normal School and a former teacher in the Oswego Normal School. After a service of eight years Miss Lathrop resigned, upon her marriage to Prof. W. Williams, of Wesleyan University, Delaware, O. Of late years she has given to the Ohio State Teachers' Association, as well as to herself, lasting renown by suggesting and planning a reading circle for the teachers of Ohio, a movement which has extended to every State in the Union and to Canada.

Fortunately for the normal, Mr. Hancock's immediate successor, John B. Peaslee, proved a staunch supporter. As the school grew in influence and in strength, and as the benefits of its training were recognized, the Board of Education rescinded the regulation permitting graduates of the Normal School an increased salary, but gave them the preference for appointment, other things being equal.

In 1871 a German course was introduced with a German practice department. This was the first normal school, it is said, which provided just such a course. Mr. Karl Knortz was placed at the head of this department. This position he occupied for two years, when George H. Borger succeeded him. Mr. Borger continued until his death, December, 1882, when Mr. L. R. Klemm was appointed.

Upon the resignation of Miss Lathrop, Andrew Knell was appointed principal. Owing to illness, however, he was obliged to resign after but one year of service. Immediately after, John Mickleborough assumed charge of the school. Mr. Mickleborough resigned after serving seven years, and is now head master of the Boy's High School, Brooklyn, N. Y. For a few months after the resignation of Mr. Mickleborough, and prior to his own resignation, Mr. Klemm acted as principal, having charge of the instruction of both English and German. Immediately following, Mrs. Carrie Newhall Lathrop was appointed principal of the school, and the entire



JOSEPH MOSES,  
Elected Member Board  
of Education, 1874.

charge of the German department was given to Mrs. Johanna M. Huising, who acted as critic-teacher in the practice department and gave instruction to the German class for one hour in the day. These, with two critic-teachers of the English practice department, first and second year of school, constituted the teaching force of the school. In course of time two teachers were added to the department of instruction, but the pupils received what practice was possible in the third and fourth grades in the schools throughout the city.



GARFIELD SCHOOL,

Cumminsville; Erected 1897; Cost  
\$62,897; 18 Rooms, Seats, 1008  
Pupils; J. H. Locke, Princi-  
pal; L. E. Keller, Trustee.

One may read something of the history of educational affairs in Cincinnati by observing the changes in the rules and regulations pertaining to admission into and graduation from the Normal School, the changes indicating different conditions and different needs. The graduates of the city

high schools have always been admitted on their diplomas. For a time graduates of high schools in the county and from the cities of Covington and Newport were admitted on the diplomas of those schools, paying a tuition fee of sixty dollars. Non-graduates were admitted either by special examination or on teacher's certificates. Later, under the administration of Dr. E. E. White, all persons not graduates of the city high schools were required to pass a special examination for admission, and

gradually the standards of these entrance examinations were raised. The course was extended to one year and a half. Still later, during the administration of W. H. Morgan, only those graduates of the city high schools who had attained an average of 80% were admitted without examination, the others being admitted on special examinations, in which they were required to attain 80%. Provision was made by which university graduates could take a special course in primary methods and practice in five months. In the class of 1899 there were ten university graduates, and in that of 1900 eight.

At a meeting of the Board of Education, May 7, 1900, the Committee on Normal Schools submitted the following resolution, which was adopted :

*“Resolved, That at the termination of the current Normal School session in February, 1901, the school be suspended, and that the superintendent of schools be requested to assign the teachers of the Normal School to other regular work. The present Normal School class to be continued to the end of the present Normal School year.”*

The number of graduates since September, 1868, is : English, 1,153; German, 328. Total, 1,481. At the close of the thirty-two years of its existence, the Normal School had sent out over fifteen hundred graduates.

## CHAPTER VLII.

### THE AGNOSTIC SUNDAY SCHOOL.

OUT of the ordinary is the Agnostic Sunday School, which meets every Sunday morning at Lincoln Inn Court, for the purpose of giving instruction in morals to



**CHARLES S. SPARKS.**

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those who attend. The "course of study" is modeled after that of the public schools in nature study. Children are not taught to antagonize doctrines from which good may be derived, but are told how to weed out the bad, that is, they are taught facts. The "Golden Rule" of Confucius is used as the basis. This rule is: "What you do not like when done to yourself, do not do to others."

Lessons in morals are interwoven with natural history. Plants and the lower animals, in their relation to man and themselves, are made topics for discussion. All supernaturalism is stripped off, and the attempt is made to have the pupils see nature as it is, or rather, perhaps, to understand what is known, leaving out entirely the elements of mystery.

The school was founded Sunday, February 3, 1901, by Charles S. Sparks, who is the superintendent and moving spirit. Mr. Sparks is one of the well-known attorneys and a lecturer of national prominence on agnosticism and kindred scientific subjects.

The creed of the school is as follows:

"I believe that when one is dead and buried he is seen and heard of no more. I believe that we will know as much after we are dead as we knew before we were born; that after we are dead we will be as dead—unconscious—as we were before we were born. I believe that whatever we can get with prayer we can get without it. I believe that all sprang from a common cause or source. I believe that the chief object in life is to promote human happiness. I believe good-will is the source of good deeds. I believe that kindness begets kindness, and virtue is its own reward. I believe that education will solve all the myths, miracles, and miseries of the world. I believe in the equal rights of all, and in the brotherhood of mankind. I will ever strive to enlighten and better

the condition of my fellow beings. So be each personal effort all over the world, now and forever."

There are now in attendance from 35 to 40 children and from 40 to 50 adults. These are divided into five grades, or classes, under skilled instructors.

JENNIE O'KEEFE MANN.



JENNIE O'KEEFE MANN.

Mrs. Jennie O'Keefe Mann, a product of the Cincinnati public schools, taught for 22 consecutive years in the day schools, and 8 years in the night schools. Taught under Lyman Harding, John Hancock, John. B. Peaslee, Emerson E. White. Married John C. Mann. Taught in the Newburyport (Massachusetts) Training School, and for 9 years past has conducted a private school coaching for vari-

ous examinations. Her scholars are found occupying various positions. She is energetic and persevering, and is enthusiastic in her devotion to the profession.

Mrs. Mann is a writer on educational topics, and is the author of numerous sketches.

## CHAPTER IIL.

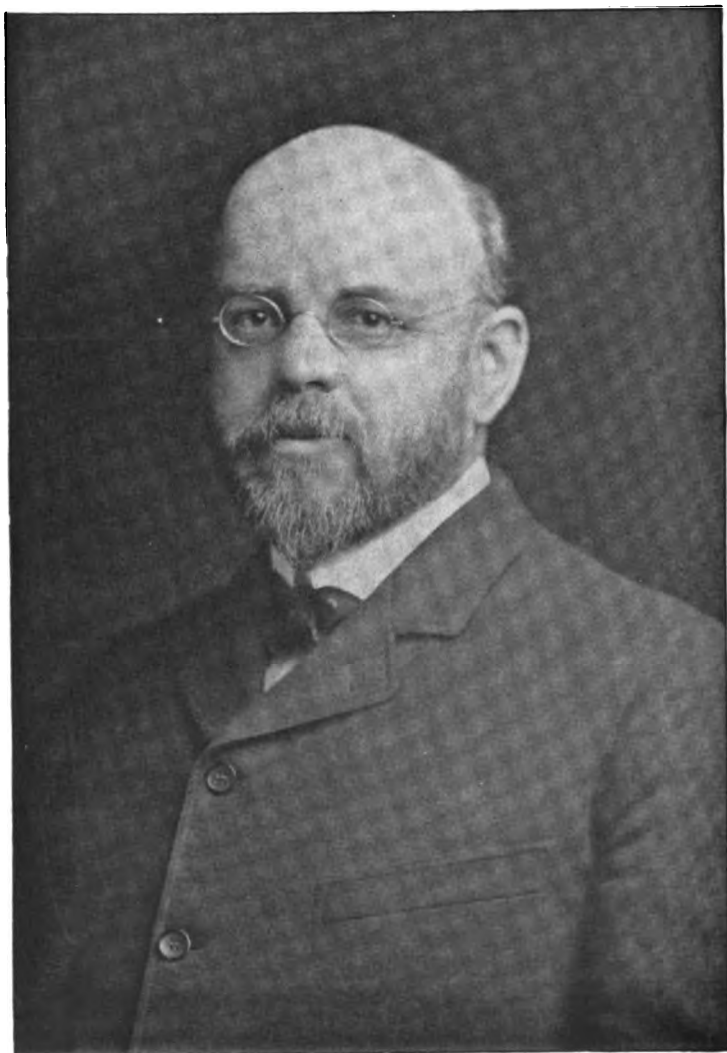
## PUBLIC LIBRARY.

CINCINNATI had the first public library in Ohio. It began operations March 6, 1802, and grew out of a popular movement. It was organized in the famous Yeatman Tavern, the first meeting to organize being held there in February of 1802. Twenty-five persons, representing thirty-four shares of stock at \$10 each, or \$340, were interested. Arthur St. Clair, the first Governor of the Northwest Territory and of Ohio, headed the subscription list. Louis Kerr was librarian. For some years the history of the library is missing. In 1808 the legislature was petitioned to incorporate the library. In 1811 the charter was obtained. In 1814 about 300 volumes were in circulation. In 1816 there were 1,400 volumes, valued at \$3,000. It was housed in the Cincinnati College building, known as the Lancaster Seminary. David Cathcart was librarian. In 1826 the library had run down, and had 1,300 volumes. Eventually it was closed, and the books were packed in the cellar of a bookstore on Main Street.

The Public Library of to-day was founded by act of March 14, 1853. Sixteen school libraries were started, but consolidated into the "Cincinnati Common School and Family Library," on December 18, 1854. Fifteen hundred books were purchased; and the library opened in the Central School Building July, 1856, saw a removal to the Ohio Mechanics Institute building, Sixth and Vine.

On the 17th day of August, 1868, the Handy Opera House property, which was about to be sold at public





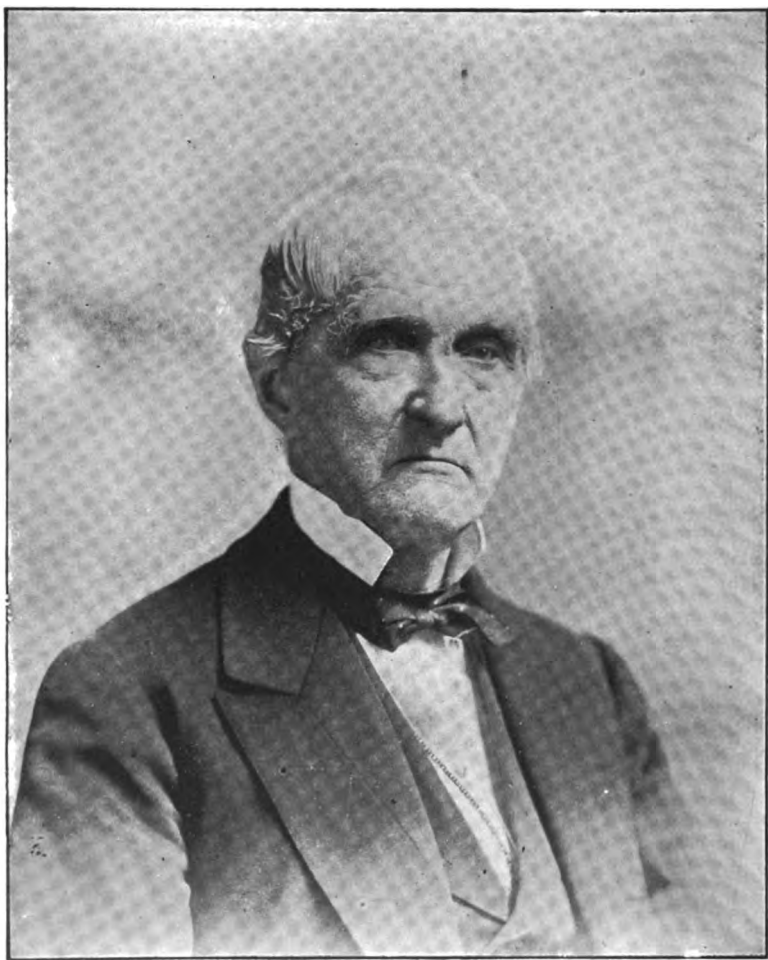
**N. D. C. HODGES,**  
**Elected Public Librarian April 20, 1900.**

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auction, was examined by the library committee and afterward purchased for \$83,000. The building was remodeled by J. W. McLaughlin. In 1869 Mr. Freeman resigned, to take a position in the schools, and was succeeded by W. F. Poole, who opened the library of to-day in the front part of the present building on December 9, 1870. Mr. Poole had been engaged and took charge at the Mechanics Institute building on November 5, 1869. His first official act was to appoint W. E. Barnwell assistant. Mr. Poole resigned in 1873 to go to Chicago. He was the author of the famous "Poole's Index." Thomas Vickers succeeded Mr. Poole. The present front was added to the building, and was dedicated February 25, 1874, Hon. Geo. H. Pendleton making the dedicatory address. In 1880 Mr. Vickers was succeeded by Chester W. Merrill. November 26, 1886, A. W. Whelpley became librarian. February 19, 1900, Mr. Whelpley was stricken with apoplexy and died the same night. On April 20, 1900, N. D. C. Hodges was elected to fill out the unexpired term of Mr. Whelpley. He assumed charge on May 10th. His salary is \$3,500. Mr. Hodges at the time of his election was in charge of the scientific department of the library of Harvard College, a life position. For some years prior to his entering upon that work he had been connected with the Astor branch of the New York Free Public Library. Previous thereto, for ten years he was editor of the magazine *Science*. He is an alumnus of Harvard, class 1874, and has been a tutor there.

## LIBRARIANS.

Dr. J. C. Christin, from —, to July 3, 1855.  
John D. Caldwell, from July 3, 1855, to March 16, 1856.  
N. Peabody Poor, from Nov. 2, 1857, to April 22, 1866.



REUBEN SPRINGER, FOUNDER COLLEGE OF MUSIC. (368)

Lewis Freeman, from April 22, 1866, to Nov. 5, 1869.  
W. F. Poole, from Nov. 15, 1869, to Dec. 31, 1873.  
Thos. Vickers, from Jan. 1, 1874, to Dec. 31, 1879.  
Chester W. Merrill, from Jan. 1, 1880, to Nov. 26, 1886.  
Albert W. Whelpley, from Nov. 26, 1886, to Feb. 19, 1900.  
N. D. C. Hodges, from April 20, 1900, to —.

#### YOUNG MEN'S MERCANTILE LIBRARY.

The Young Men's Mercantile Library was founded April 18, 1835, and chartered in 1836. The library was first opened in the Ames Building on Main Street. After several removals it found permanent headquarters in the Cincinnati College, on the east side of Walnut, between Fourth and Fifth. Here it has remained ever since January 19, 1845. This building was destroyed by fire, but all the books were saved. The present building is to be torn down and replaced with a "sky scraper," on the tenth floor of which the Y. M. M. L. will have permanent rooms. In 1902 Andrew Carnegie gave \$180,000 for six branch libraries

## CHAPTER II.

### COLLEGE OF MUSIC.

THE COLLEGE OF MUSIC is incorporated under the laws of the State of Ohio. Its object is to "cultivate a taste for music, to organize a school of instruction and practice," etc.

The first session began October 14, 1878. Reuben Springer and other citizens endowed it, Mr. Springer alone giving \$306,750. The institution is eleemosynary, the entire income being devoted to school purposes.



(370)                      **W. S. STERLING,**  
Dean College of Music.

There are fifteen trustees elected by the stockholders. The buildings (valued at \$200,000) adjoin Music Hall. In May, 1900, J. G. Schmidlapp donated \$50,000, to be used in erecting a handsome dormitory in memory of his wife, who had been killed a few weeks previous in a railroad accident near Kansas City. His daughter, a young lady, also met death at the same time.

The college has some forty rooms for instruction. Then there is the Odeon, used for concert purposes, and the Lyceum for smaller audiences. The college has two departments, an academic and the general music school. The school has about 1,000 pupils and is rapidly taking its place among the foremost institutions of its kind.

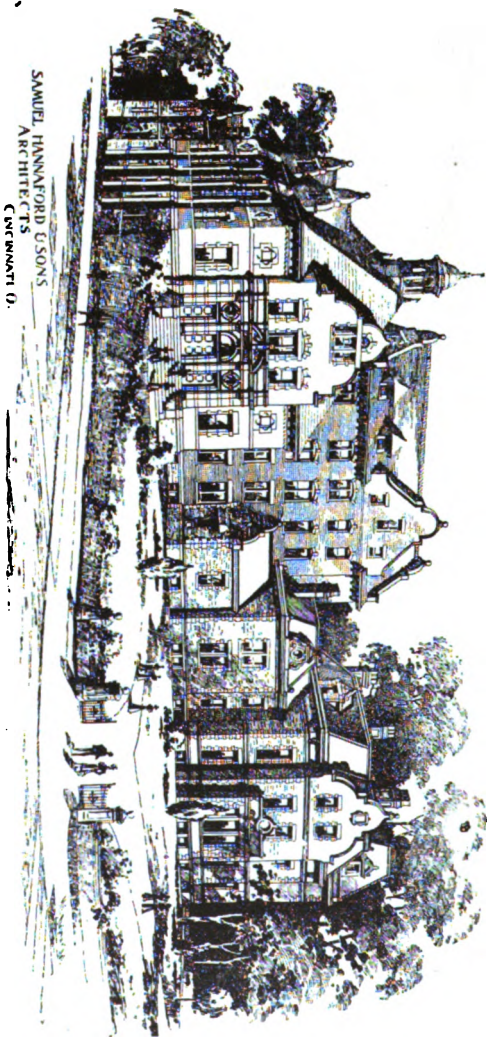
## CHAPTER L.

### CINCINNATI CONSERVATORY OF MUSIC.

THE history of musical culture in Cincinnati is intimately connected with that of the Cincinnati Conservatory of Music. Miss Clara Baur, for so many years the directress, may pride herself on the distinction of having organized the first music school, in the winter of 1867. The development was rapid, the success complete.

Of Miss Baur it has been truthfully written: "She was the first to awaken interest in the broad and thorough culture of the great refining art; the first to inculcate the necessity for instruction in the science as well as the art of music; the first to conceive the distinction of Cincinnati in musical taste."

"From the first organization of the Conservatory it



SAMUEL HANNAFORD & SONS  
ARCHITECTS  
CINCINNATI O.

CINCINNATI CONSERVATORY OF MUSIC, HIGHLAND AVENUE AND OAK STREET. (372)

was Miss Baur's aim to select the very best professional talent for her faculty. It was largely owing to her conscientiousness and good fortune in this regard that her school was blessed with such uniform prosperity and success. Far and near, all over the country, its reputation became more and more firmly established long before any other musical institution had been founded. The Conservatory, under her discreet management, was always blessed with a distinct, consistent method in all departments, a large and varied faculty of musicians, endowed with natural gifts, and prepared by high culture to represent their specialties; two requisites most necessary for the perfect efficiency of a music school. Herself trained in the famous Stuttgart Conservatory, with the view of becoming thoroughly imbued with all the elements of knowledge required for the direction of a music school, Miss Baur was from the start eminently fitted for the responsibilities which she assumed, and carried out subsequently with such indomitable energy and persevering success."

In the spring of 1902 the Conservatory removed from Fourth and Lawrence to the present building, the Shillito mansion, Highland Avenue and Oak Street.

## CHAPTER LI.

### OHIO MILITARY INSTITUTE.

IN the year 1833 Freeman G. Cary, a brother of the well-known temperance lecturer, Gen. Samuel F. Cary, established an academy at Pleasant Hill, now College Hill, a suburb of Cincinnati. This school was



maintained as a private undertaking by Mr. Cary for twelve years, during which time the attendance increased from eight to one hundred pupils. The school having grown beyond Mr. Cary's means to care for all who sought admission, in 1846 a movement was set on foot which resulted in the incorporation of an institution of collegiate rank, under the title of the "Farmers' College of Hamilton County." The Cary Academy was merged



REV. JOHN HUGH ELY,  
Regent Ohio Military Institute,  
College Hill.

in the new institution, of which Mr. Cary was chosen the first president. Associated with him were the Rev. John W. Scott, D. D., and the Rev. Robert H. Bishop, D. D., late president of Miami University. Dr. Bishop was one of the ablest teachers of the West, and his grave, a simple mound of earth on the college campus, is for his old pupils and friends a place of pilgrimage to-day.

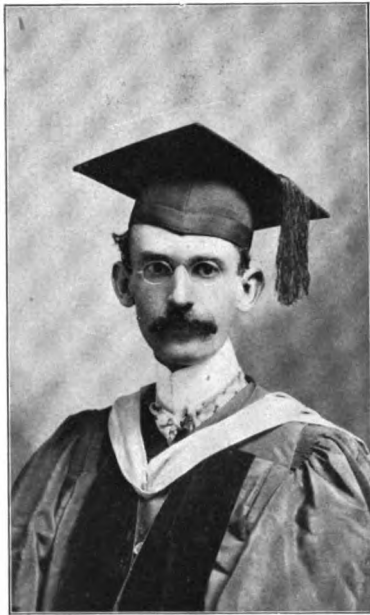
The halls of the commodious building that had been erected by means of a popular subscription, to which over 400 persons were contributors, were at once crowded with students. In 1848 there were 109 students in the college proper, and 173 in the preparatory department.

The rapid growth of the institution very soon de

manded enlarged facilities. By means of the issue of limited and perpetual scholarships, an endowment fund of \$100,000 was raised, and the charter was modified (in 1852) so as to vest the entire property in the holders of those certificates. Every perpetual scholarship, the par value of which was \$100, entitled the owners thereof to free tuition for one pupil. The scholarships proved in the end an embarrassment to this institution, since the time came when a hundred dollars subscription to this endowment fund was an entirely inadequate return for the exemption from the payment of tuition fees.

At the same time that these changes were effected, the scholarship owners, many of whom were farmers, resolved, in order "to render the institution what it should be, and meet the demands of the age," to establish an experimental farm, and to provide for the giving of instruction in practical agrioulture and horticulture.

To carry into effect this resolution, \$100,000 was raised, and a tract of land of about 100 acres, in proximity

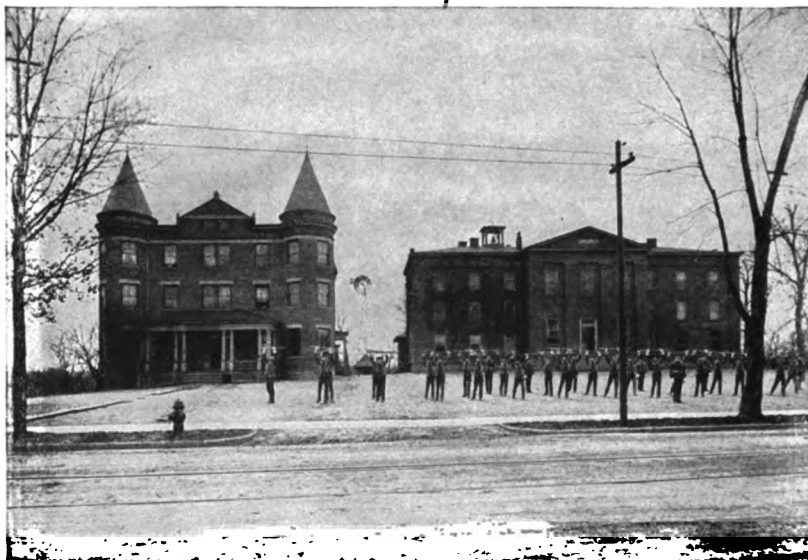


WILMER L. SILING,

Head Master Ohio Military Institute.

to the college building, was secured, and "ornamentally and tastefully laid out, with conservatory, greenhouse, aviary, vinery, and various fruitages, properly located and kept in a model way; the first complete institution of its kind organized on the continent of America."

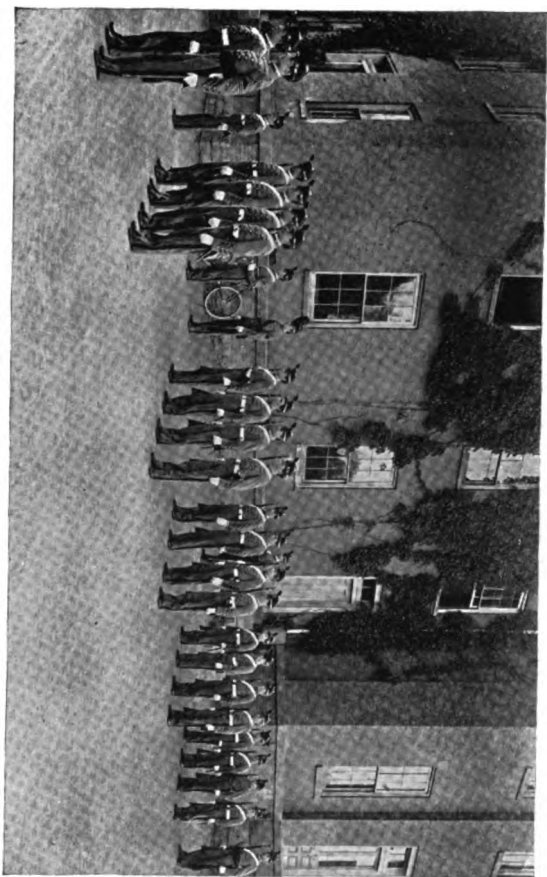
This department of the college proved a failure and



OHIO MILITARY INSTITUTE.

eventually the "Model Farm" was sold, and the proceeds turned into the general endowment fund of the institution.

The college flourished up to the Civil War. Among the students during this period were many persons who afterwards became prominent in various professions and walks of life, among whom may be mentioned Bishop



COMPANY A, O. M. I.

(377)

J. M. Walden, Murat Halstead, and Ex-President Benjamin Harrison. The college received from the Civil War a blow from which it never recovered, and its sessions were suspended from 1870 to 1873. When its doors were reopened, they were open to both sexes.

In 1884 the name of the institution was changed from "Farmers' College" to "Belmont College."

In 1890 the fortunes of Belmont College seemed to be waning, and the trustees became convinced that, if the property with which they were entrusted was to be further used for educational purposes, it was necessary to make some change in their methods. The outcome of their deliberations was the founding of the Ohio Military Institute. Since then the institute has been carried on with varying success, and now is in a flourishing condition. For the first four years the institute was under the charge of President John H. McKenzie. For the next three, under Col. Dudley Emerson. In 1897 the Rev. John Hugh Ely assumed control, with the title of regent. Under him, Dr. W. L. Siling is head master, and, with an able corps of assistants, overlooks the educational and moral improvement of the cadets. Major James Stewart, U. S. A., retired, is the commandant of the cadets.

The names of the successive presidents of the institution are as follows: Freeman G. Cary, 1847-1853; Isaac J. Allen, 1853-1856; Rev. Charles N. Mattoon, 1856-1860; Jacob Tuckerman, 1860-1866; Rev. C. D. Curtis, 1866-1870; J. S. Lowe, 1873-1877; Rev. J. B. Smith, 1877-1879; Philip Van Ness Myers, 1879-1890; Rev. J. H. McKenzie, 1890-1894; Col. Dudley Emerson, 1894-1897; then Rev. John Hugh Ely, 1897 to date.

## CHAPTER LII.

### THE ECLECTIC MEDICAL INSTITUTE.

Harvey W. Felter, M. D.

THE ECLECTIC MEDICAL INSTITUTE is the parent school and leading exponent of the American eclectic system of medicine. It is the direct successor of the Reformed Medical School of Cincinnati (1842-45). The latter was the successor of the medical department of Worthington College, at Worthington, O., and denominated Reformed Medical College of Ohio, but better known as the Worthington Medical College. The medical department at Worthington was the Western branch of the Reformed Medical College of the City of New York, the latter being the first reformed medical school in America, and the outgrowth of a reform medical movement inaugurated in 1825 by Dr. Wooster Beach.

The Eclectic Medical Institute was founded by Dr. Thomas V. Morrow, who had previously conducted the school at Worthington. He was ably assisted by Drs. Alexander H. Baldrige, Benjamin L. Hill, and Lorenzo E. Jones. These gentlemen, together with Drs. Hiram Cox and James H. Oliver, comprised the first faculty. The college is located at 1009 Plum Street. For many years it fronted at 228 W. Court Street. It was chartered by a special act of the Ohio Legislature, March 10, 1845, Col. James Kilbourne being especially active in securing its incorporation. The old institute building

was twice visited by fire, and partially destroyed. The present building was erected in 1851, and dedicated with impressive ceremonies.

The rise and progress of the school was rapid, it having graduated in its first ten years 593 physicians.

The Eclectic Medical Institute was the first medical college to open its doors to women. Prior to 1877, 36 women graduated.



ECLECTIC MEDICAL INSTITUTE,  
Court and Plum; Chartered in 1845.

Owing to the fact that it is the leading eclectic medical college in the world, students come from every State in the Union, from Canada, Europe, and the West Indies. The Exposition Universelle of 1889 (Paris) awarded to the institute, for best collection of catalogues, orders of lectures, text-books prepared by members of the faculty,

medical journals, etc., a silver medal and diploma. The collection was then deposited in the great Bibliotheque Medicale. To date (1902) the institute has graduated 3,743 physicians. No honorary degrees are granted. In connection with the school is the Seton Hospital and the Lloyd Library.

Among members of the faculties who have achieved

distinction are : Wooster Beach, founder of the eclectic school of medicine ; T. V. Morrow, promoter of eclecticism in the West, founder of the institute ; Benjamin L. Hill, author of the first strictly eclectic text-book, "Hill's Eclectic Practice of Surgery," member of the Ohio and Michigan Legislatures, and consul to Nicaragua under Lincoln ; Joseph R. Buchanan, medical philosopher, investigator, scientist, and general scholar ; Storm Rosa, first homeopathic professor in the West and president of the first public meeting of the homeopaths in the West (at Burton, O., in 1847) ; J. B. Stallo, distinguished lawyer, author, diplomat, and minister to Italy under Cleveland ; Daniel Vaughen, the most profound scholar and scientist Cincinnati ever produced ; John W. Hoyt, ex-governor of Wyoming, originator of the movement to establish a National University at Washington, D. C. ; G. W. L. Bickley, historian, adventurer, and chief of the order of the Golden Circle ; John King, scholar, author, father of American materia medica ; William B. Powell, ethnologist and author of the "History of the Human Temperaments ;" John M. Scudder, author and originator of the doctrine of specific medication ; Edwin Freeman, teacher of anatomy ; Herod D. Garrison,



JOHN K. SCUDDER,  
Secretary Faculty Eclectic  
Medical Institute.



scholar, philosopher, and lecturer; Andrew J. Howe, foremost eclectic surgeon of his day; F. J. Locke, 31 years a teacher of materia medica; J. A. Jeancon, scholar and author; John Uri Lloyd, chemist-pharmacist and author of "Etidorhpa" "Stringtown;" William E. Boyer, editor of *Eclectic Medical Gleaner*, ex-president of National Eclectic Medical Association, and president of National Association of Orificial Surgeons; L. E. Russel, surgeon of national repute.

The following is the faculty: Frederick John Locke, dean of faculty; John Allard Jeancon; John Uri Lloyd, Phr. M., Ph. D.; Rolla L. Thomas; William Edward Boyer; John King Scudder, A. M., M. D.; Robert Corbin Wintermute; Lyman Watkins; William L. Dickson, A. M., LL. B.; Harvey Wickes Felter; Bishop McMillen; Linus E. Russel; John Reed Spencer; Kent Oscanyan Foltz; George William Brown; Emerson Venable, A. B.; Edwin Ricker Freeman; Charles George Smith.

## CHAPTER LIII.

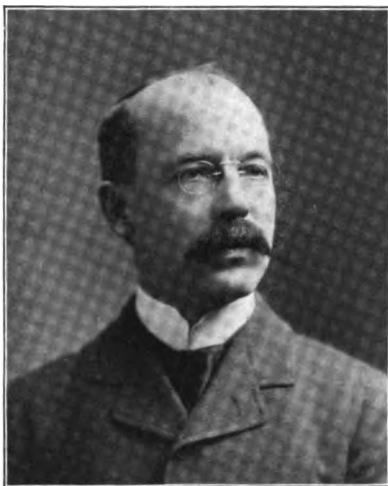
### LAURA MEMORIAL WOMAN'S MEDICAL COLLEGE.

THE Laura Memorial Woman's Medical College, in connection with the Presbyterian Hospital, represents the union of the Woman's Medical College of the Presbyterian Hospital and the Woman's Medical College of Cincinnati. The latter institution was founded in 1887, the former in 1890.

With the entrance of women into medicine, there was a growing demand made upon the medical schools

for men, in Cincinnati, on the part of women desiring medical instruction. This demand led to the establishment of these colleges for women; as there was and still is some objection on the part of schools for men to the admission of women to their classes.

The Laura Memorial Woman's Medical College, the name under which the institution is now chartered, was endowed in 1895, through the generosity of Mr. and Mrs. Alexander McDonald. These benefactors of the institution purchased and presented to the college the large and convenient buildings now occupied by the present institution. This gift stands as a memorial to their daughter, Laura McDonald Stallo, and has been made complete in all the manifold departments of a thoroughly equipped medical school.



DR. J. M. WITHROW,  
Dean Laura Memorial Woman's  
Medical College.

The institution, as thus established, represents both the former schools, and is the only medical college exclusively for women in the State of Ohio. Since the union of the two schools, and the assumption of the present name, the Presbyterian Hospital has been very largely increased in capacity by a perfectly modern,

new building, including all of the equipment necessary to a modern hospital. This building was also the gift of Mr. and Mrs. McDonald.

The Presbyterian Hospital, thus endowed, represents the clinical department of the Laura Memorial Woman's Medical College, and its students have exclusive right to all of the bed-side instruction given in the institution.



**LAURA MEMORIAL COLLEGE, 616-630 W. SIXTH STREET.**

In addition to this there has been established a complete and commodious college clinic, which is held daily from three to four in the afternoon. Here diseases are treated free of charge by the medical teachers connected with the college. Patients are asked, when able to pay, a nominal charge for the medicine supplied. Otherwise

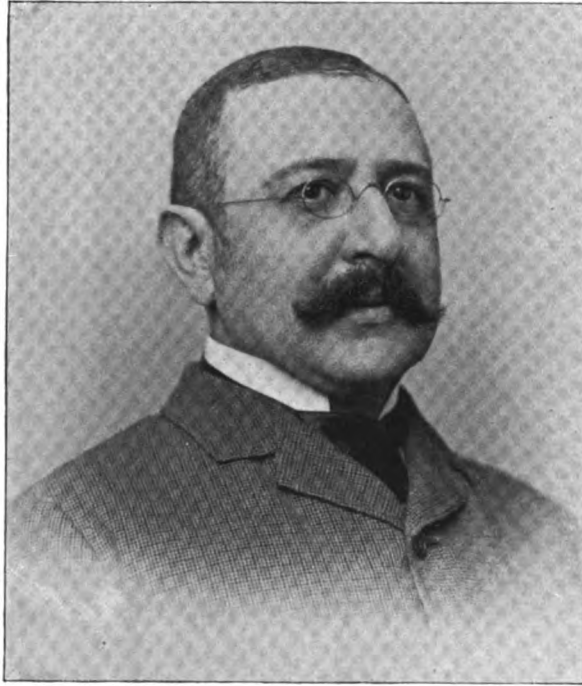
medicine, as well as treatment, is given free. About 1,800 patients avail themselves of this opportunity annually.

The college is a member of the American Medical College Association. Its course is divided into four years, of seven months each. There is in connection with the college a laboratory for original research. The generosity of the founders of the institution has put the college beyond the necessity of depending upon the fees of its students for its support, and has allowed the managers to make the charges for tuition very reasonable.

The students have access to the public clinics at the Cincinnati Hospital, in common with the students of all the other colleges of the city, and through the faculty are given access to the Public Library, and also to the medical library in the Cincinnati Hospital. One of the purposes in the foundation of the institution by its benefactors was in meeting the demand for medical missionaries in foreign missionary fields. For this purpose, or in order to meet this requirement, they have always given free tuition to such young women as desire, under the supervision of the foreign missionary bands of any of the evangelical churches, to go into the foreign missionary field as medical missionaries. Dr. John M. Withrow, A. M., dean; Alexander McDonald, president board of trustees.

#### THE CINCINNATI COLLEGIATE SCHOOL.

The Cincinnati Collegiate School, 148 E. Fourth Street, was organized under its present title in 1877, and was only Mr. Eugene F. Bliss' English and Classical School reorganized, under the firm name of Bliss & Babin. The Bliss school itself was simply a continuation of the famous old Brooks school, which is still remembered by



**EDWARD SENIOR, DIRECTOR UNIVERSITY OF CINCINNATI.**  
(380)

many of the older citizens. After a partnership of two years, Mr. Bliss retired, and since that time the school has continued under the management of its present head master, the Rev. J. Babin, A. B. The languages are here taught very minutely and to any extent required. Mr. Babin's experience in Eastern as well as foreign schools, especially in the great English public schools, has enabled him to introduce some improvements that have been of great benefit to his pupils.

## CHAPTER LIV.

## THE OHIO MECHANICS INSTITUTE.

John L. Shearer.

THE history of educational work in Cincinnati would be incomplete without a chapter devoted to the Ohio Mechanics Institute, whose record extends back seventy-five years. The institution is therefore the oldest educational institution of the city, with an unbroken period of service.

The men who founded this school are dead, but their names will be honored as long as the city stands and the early struggles of the "Queen City" are recounted to the rising generation. On November 20, 1828, the constitution was adopted, and on February 9th of the following year the institute was incorporated under the laws of the State of Ohio.

Dr. J. D. Craig, who had been giving scientific lectures in connection with Dr. John Locke, called a meeting of citizens, formed a committee, and secured

the incorporating act. The names of those who assisted him are Thomas Riley, Lyman Watson, William C. Anderson, David T. Disney, George Graham, Calvin Fletcher, Clement Dare, William Disney, William

Greene, James Brewer, Jeffrey Seymour, Israel Schooley, and Elisha Brigham.

For twenty years the school occupied various habitations: the city council chambers, the old College Building on Walnut Street, the Enon Baptist Church (1830), a private school-room, and then the famous Trollope's Bazaar on E. Third Street. In this latter home (in the year 1838), under the auspices of the institute, were founded the "Cincinnati Industrial



THE OHIO MECHANICS INSTITUTE,  
Southwest Corner Sixth and  
Vine Streets.

Exhibitions," through which the city became known to the whole country as an industrial center.

Until the great "Centennial" in 1888, the institute devoted a large share of its efforts to the cause of Cin-

cinnati's business prosperity. In February, 1838, a Mechanics' and Citizens' Ball was held at the National Theatre, and \$2,400 was raised for the benefit of the school. In 1839 the institution purchased Mrs. Trollope's "Folly," as the bazaar had been styled; \$10,000 was the price. Again the institute was unable to hold its property, and in 1847 the bazaar reverted. The present home of this grand old institution is over fifty years old, the corner-stone being laid on July 4, 1848.

To recount the many important events with which this time-honored structure is associated would fill several volumes. It is the gift of many donors. From twenty-five cents, a day's labor, a load of lumber, a keg of nails, to the gifts of thousands of dollars made by Miles Greenwood and Marston Allen, ranged the contributions that finally cleared the indebtedness. Two years ago (1900) it was completely remodeled, two additional stories built upon its substantial walls and fitted up with every modern convenience.

The purpose of the institute has been from its very beginning the education of the skilled workman. Since 1856 technical class instruction has been carried on, so that more than 17,000 students have gone out to enrich this and other cities by their superior training. The present season has brought together a students' body of 1,045, in departments which are of great practical ability in a city dependent so largely upon its manufacturing industries. Machine design, architectural drawing, trade designing of every description, technical chemistry, mathematics, physics and applied electricity, the modern languages, industrial economy, painting, wood-carving and modeling, manual training in a great variety of branches useful in our city, together with the essentials





**JOHN L. SHEARER, SUPERINTENDENT OHIO MECHANICS INSTITUTE. (390)**

of a good English high school education, are taught by a corps of twenty-five eminent specialists.

For many years the class instruction of the institution was limited to evening hours; now day and evening departments are maintained.

The Ohio Mechanics Institute founded the first public library in the city, and the present Public Library had its first home in the institute building. The Board of Education also occupied quarters at the institute for a time. The signal tower of the Fire Department was also located on the building for many years.

In 1856 "The School of Design of the Ohio Mechanics Institute" was founded, and it was so successful that it led to the introduction of drawing into the public schools.

In 1892 Dr. James Leslie was elected president. The first president was John P. Foote (19 years); second, Miles Greenwood (7 years); third, Charles F. Wilstach (17 years); fourth, Thomas Gilpin (17 years); fifth, James Allison (3 years). R. E. Champion was a noted superintendent. He died in London, England, in 1898, and in a few months the superintendency was filled by the election of John L. Shearer, the present incumbent.

The officers for 1902-1903 are: President, James Leslie; vice-president, Walter Laidlaw; secretary, John M. Hubbell; treasurer, H. E. Hannaford. Directors: Bert. L. Baldwin, P. G. March, William G. Fisher, Geo. Muenzenmaier, Fred. A. Feier, C. H. M. Atkins, Ernst F. DuBrul.

## CHAPTER LV.

## THE CINCINNATI COLLEGE OF DENTAL SURGERY.

(Dental Department of Ohio University).

**I**N eighteen hundred and ninety-three the conditions in Cincinnati seemed to indicate that a dental college, in addition to the one in existence, was necessary, so a number of professional men, business men, and educators got together for the purpose of organizing this institution.

Those most deeply interested were: Francis B. James, O. W. Martin, George B. Harte, Philip D. Fosdick, W. T. McLean, G. S. Junkerman, and others. The school was incorporated on the 17th day of April, 1893. The following gentlemen were the incorporators: William T. McLean, Andrew G. Norman, George W. Boyce, Jonathan L. Cilley, George B. Harte, and G. S. Junkerman.

The corporation was duly organized and launched by the law firm of Jones & James, and a lease, with the privilege of purchase, was secured on the premises now occupied by the west half of the college building, known as 233 W. Court Street. One year later the institution purchased the property then occupied by them, and still another year passed when they purchased the east half of the building, now occupied, giving them forty-three feet front on Court Street. The college expended about \$10,000 in remodeling the building, besides thoroughly equipping it with the most modern improvements known to the science of dentistry. The building was constructed especially for the purpose of affording

good light and sanitation. During the first year of the school's career it had a class of 13 students. The greatest number it has ever had has been 109, and thus far about 200 have been graduated. These are practicing in the various parts of the United States, and are uniformly successful.

There are remaining in the faculty four of the original members: W. T. McLean, L. S. Colter, A. V. Phelps, and G. S. Junkerman. The college complies strictly with the laws regulating institutions of learning. Its vested authority is to confer the degree of Doctor of Dental Surgery, and its diplomas are granted under its corporate seal. The regular term is seven months. Ten days are allowed after the opening of the term for students to matriculate, and an extra ten days are allowed in cases of illness.



G. S. JUNKERMAN, M. D., D. D. S.,  
Dean Cincinnati College of  
Dental Surgery.

The officers and teachers concentrate their attention and expend their energies with one single end in view—to prepare students in their chosen profession, that they



may practice in any state or country. Its trustees consider this an extraordinary advantage to students who contemplate the pursuit of dentistry as a profession. The professors of the college do the demonstrating in the clinic rooms and laboratories. These duties are not left to any new and inexperienced practitioners.

The college equipments are most complete, each department having the most modern and improved appurtenances for practical operative procedures. The infirmary and laboratories are unequaled for all classes of work. Heat, light, and ventilation have been thoroughly arranged, so as to make the student comfortable while attending to his duties. Individual desks, electric and foot lathes are among the college equipments. In the operating room are found all modern chairs. The finest discipline is maintained among the students. The rights of every student are respected, and in the presence of good order, makes it possible for a student to pursue his studies unmolested.

Students contemplating entering this college need not have had any previous office experience, as this feature of their education is attended to in this institution. The careful training to equip every student to start into practice after graduation is provided for, therefore the trustees can safely say that a student may and will receive a full and complete dental education before being released as a graduate.

The present faculty consists of the following :

G. S. Junkerman, M. D., D. D. S. (dean of the faculty).

A. V. Phelps, M. D.

W. T. McLean, M. D., D. D. S. (vice-dean of faculty).

L. S. Colter, B. S., M. D.

•

W. H. Gensley, D. D. S. (secretary of faculty).

F. A. Lush, B. S., D. D. S.

J. W. Rowe, B. A., M. D.

D. E. Sheehan, D. D. S.



**DR. LOUIS GROSSMAN,**

Rabbi Plum Street Temple; Prof. of Theology and  
Ethics in Hebrew Union College.

The college has an advisory board of visitors composed of John A. Caldwell, Howard Ferris, Henry A. Morrill, Wm. Howard Neff, Wm. II. Anderson, Daniel T. Wright, Wm. H. Taft, Wm. O. Sproull, Rankin D. Jones, Joseph S. Peebles, J. C. Ernst, G. F. Junkerman

## THE CINCINNATI COLLEGE OF DENTAL SURGERY. 397

In June, 1902, this institution was made the Dental Department of Ohio University, of Athens, O.

### MIAMI DENTAL COLLEGE.

The Miami Dental College was established in 1896 under a State charter, at the southeast corner of Elm and Shillito Place. In 1899 it was moved to No. 8 E. Seventh Street. Dr. Edwin B. Swift, dean. In 1899 there were seven graduates, and in 1900 there was one, but the attendance increased. In 1900 the school closed for lack of support.

### AMERICAN HEALTH COLLEGE.

The American Health College and Vitapathic Sanitarium was organized in Cincinnati in 1876, and chartered in 1883. The society owns its own college building and sanitarium in Fairmount. To date 400 doctors have been licensed. John Bunyan Campbell, president and founder. This college objects to much medicine, and uses few drugs. Electricity plays a prominent part.

## CHAPTER LVI.

### THE NELSON BUSINESS COLLEGE.

THE NELSON BUSINESS COLLEGE was founded in 1856 by the late Richard Nelson, who had been superintendent of the public schools of Wheeling, W. Va., just prior to coming to this city.

The school prospered from the first, and is one of the substantial and staid institutions of the city, having probably educated more business men than any other school of its kind here.



April 4, 1900, Mr. Nelson died, and his daughter, Miss Ella Nelson, became principal. She conducted the school successfully until January 1, 1902, when she was succeeded by her brother, Richard J. Nelson (director from the incorporation in 1883, and president since January 1, 1902), for years principal of the Springfield, O., branch of the college. The school is incorporated as The Nelson Business College Company, and capitalized at



**RICHARD J. NELSON,**  
President of The Nelson Business College Company.

\$50,000. Dr. J. P. Geppert is vice-president, and J. L. Mitchell secretary.

The college is now located in that superb edifice, the Odd Fellows' Temple, Seventh and Elm. It occupies the fourth floor (22,000 sq.ft). The school rooms are light and airy, and the location is not surpassed by that of any other school in this country.

## CHAPTER LVII.

## WATTERS BUSINESS COLLEGE.

WATTERS BUSINESS COLLEGE was founded in 1852 by the late James M. Watters, an expert and consulting accountant, who enjoyed the national reputation of being the best versed expert and authority on accounts in this country.

During his 41 years' experience as a professional and practical accountant he wrote up and settled 537 sets of books for as many different business houses. He worked hard to establish a school, and succeeded in bringing his college to the front.

On the day of his death, January 5, 1891, he was succeeded in the management by his oldest son, J. Harry Watters, expert accountant. To this present time the school has had unusual success.

The college is located in the Lincoln Club Building, southwest corner of Eighth and Race, in close proximity to the street cars, and but a short distance from the various railway stations. The beautiful Garfield Park is immediately in front, and the surroundings are very pleasant, being free from those places of resort and amusement which are calculated to distract the attention of students.

Students receive individual attention from skilled instructors, who are expert book-keepers, accountants, and commercial educators. The aim of the school is to teach how to keep books. Instruction is also given in shorthand, typewriting, penmanship, business arithmetic.



**J. HARRY WATTERS,**  
(400) President of The Watters Business College Co

tic, and all those branches that are essential to a first-class business education.

Prior to accepting the management of the business department of the college, J. Harry Watters was engaged as expert accountant by different merchants and banks. He was the principal expert employed by the Government in the civil and criminal trial of certain directors of the late Fidelity National Bank. He was afterwards an applicant for the position of national bank examiner, and received many recommendations from persons of prominence.

#### OTHER BUSINESS COLLEGES.

The Bartlett Commercial College, 526 Walnut; organized 1834; chartered 1847; incorporated 1899. C. M. Bartlett, president.

Cincinnati School of Phonography; Amy R. Campbell, principal; College Building.

Miss Littleford's Shorthand School, Pike Building.

Traub's Cincinnati Business College, Nos. 13-15 E. Fifth Street; Louis Traub, principal.

## CHAPTER LVIII.

#### SCHOOL JOURNALS.

CINCINNATI has never been the home of successful school journals. Many have been started, but all sooner or later have failed. Apparently those managing the papers made strenuous efforts to keep up, but the field did not appear profitable, and the publications ceased to appear.

The following extract is from "Ford's History of Cincinnati:" Educational journalism has had a varied existence in Cincinnati, as everywhere else, when professional ventures of this kind have been hazarded. So long since as July, 1831, very nearly half a century ago,



ISAAC M. MARTIN,

Publisher of a "History of the Schools of Cincinnati" (1900).

the *Academic Pioneer* appeared in this city, the pioneer, indeed, of all such journals, not only in Cincinnati, but in the State. It was a monthly magazine, conducted by a committee under the auspices of the famous Western Academic Institute, or College of Teachers. Unhappily, it did not survive its second number, but then died for want of

sustenance. Somebody, nevertheless, had the hardihood to start a *Common School Advocate* here in 1837, and courageously maintained it until 1841. The *Universal Advocate* was also started in the former year; but by whom or how long it kept up the struggle for existence history says nothing. March of the same year, too,

strange to say, considering the infancy of educational journalism, and the financial pressure of that time, saw the birth of still another school paper here, the *Western Academician*, edited by the well-known teacher, John W. Picket, and adopted as the organ of the Teachers' College. It lasted for a twelve-month. Then the next



JOSEPH F. MEADER,  
A Woodward College Student in 1841.

year, in July, came the first number of the *Educational Disseminator*, published for a time by S. Picket, Sr., and Dr. J. W. Picket, but soon discontinued. In 1846 stronger and more hopeful auspices, at least financially, attended the birth of *The School Friend*, which was started in October by Messrs. W. B. Smith & Company, the leading school-book publishers of the city.

Mr. Hazen White became editor of this in 1848; and at the beginning of 1850 the *Ohio School Journal*, which had been edited and published at Kirkland, and afterwards at Columbus, by Dr. Asa B. Lord, was consolidated with it, under the title of *The School Friend and Ohio School Journal*. Dr. Lord was editor, assisted by Principal H. H. Barney, of the Cincinnati Central School, and Cyrus Knowlton; but they all did not save the magazine from suspension in September, 1851. The *Western School Journal*, a monthly publication, devoted to the cause of education in the Mississippi Valley, was supported by W. H. Moore & Co., a part of the time without any paid subscription, from March, 1847, to 1849. Subsequent ventures in the same direction were the *Ohio Teacher*, started in May, 1859, edited by Thomas Rainey, and published at Cincinnati, Columbus, and Cleveland, but not long; the *Journal of Progress and Education, Social and Political Economy, and the Useful Arts*, published from January, 1860, to August, 1861, by Elias Longley, with Superintendent John Hancock, of the Cincinnati public schools as editor of the educational matter; *The News and Educator*, 1864 to 1866, Nelson & Co., publishers, Superintendent Hancock and Richard Nelson, editors, succeeded in January, 1867, by the *Educational Times; An American Monthly Magazine* of literature and education, of which Superintendent Hancock edited the first number; *The National Normal*, an organ of the Lebanon Normal School, started October, 1868, with Josiah Holbrook, at first, and Messrs. George E. Stevens & Co., of this city, afterwards, as publishers, and R. H. Holbrook and Sarah Porter as editors, the monthly surviving, at times quite prosperously, until October, 1874; and the *Public School Journal*, started in 1860 and now published at

Mt. Washington, by Prof. F. E. Wilson, with an editorial and business office at No. 11 E. Fourth Street, Cincinnati. Meanwhile, considerable editorial work has been done by Cincinnati educators upon the *Ohio Journal of Education*, which was started at Columbus in



JOHN B. SHOTWELL,

Compiler and Publisher of "Schools of Cincinnati"  
(1902), Editor of "School Life," October 3, 1899,  
to January 20, 1902.

January, 1852, and still surviving in vigor, by Principal Barney in 1852, Cyrus Knowlton in 1853, Joseph Ray 1854 to 1855, and Superintendent Hancock in 1865. The mathematical department in the *Journal* was for a time in charge of Dr. Ray, then a professor; F. W. Hurtt, of



the Woodward High School, after the death of Dr. Ray. (Dr. E. E. White, superintendent of schools, should be added to this list of notable educators.)

The *Public School Journal* is now published by The Public School Journal Co., of which John Butler is president; William Dearness and Mr. Butler are the editors. The office is Room 37, Carlisle Building, Fourth and Walnut. The journal is monthly, \$1 per year.

October 3, 1899, a new paper appeared, published by John B. Shotwell, ex-second assistant in the First Intermediate School, and a teacher also in the night high school. The Journal was a weekly, and was styled a school newspaper. It suspended January 20, 1902, owing to failure to collect over \$600 of subscriptions that were in arrears. The editor then turned his attention to preparing for publication "Schools of Cincinnati" (this volume), which has taken about eighteen months' continued application.

## CHAPTER LIX.

### CINCINNATI COLLEGE OF PHARMACY.

(Department of Pharmacy, Ohio University.)

THE history of the Cincinnati College of Pharmacy may fairly be said to date from the act of incorporation of March 23, 1850.

At the very beginning of its career the institution took into careful consideration the existing conditions and needs of the practice of pharmacy and pharmaceutical education. Fifty years ago the opportunities for the interchange of thought were extremely limited, and con.

sequently the diffusion and cultivation of the science of pharmacy was slow.

Notwithstanding the many difficulties encountered and the great obstacles to overcome, the institution had a steady and substantial growth. Its career of useful-

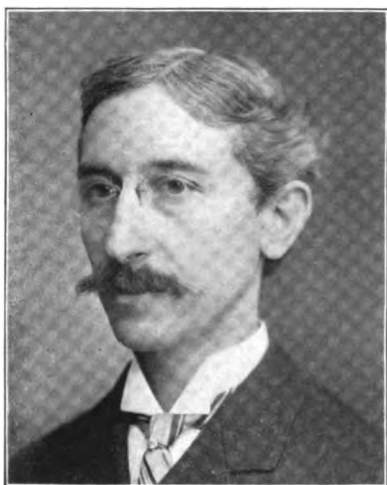


C. T. P. FENNEL, ACTUARY COLLEGE OF PHARMACY.

ness and success has been remarkable. From its infancy it has been recognized as a prime factor in matters, pertaining to pharmacy, and to-day stands as the recognized leader in true pharmaceutical education.

The early history of the American Pharmaceutical Association clearly shows the important part played by the pioneers of pharmacy of Cincinnati. Such men as E. S. Wayne, Wm. B. Chapman, W. J. M. Gordon, J. A. Smith, Geo. Eger, T. L. A. Greve, A. Fennel, J. F. Judge, Wm. H. Adderly, and Wm. Karrman saw to

it that pharmaceutical culture did not languish. The galaxy of shining lights could be increased almost indefinitely, but their names have been recorded imperishably in the history not only of Cincinnati's pharmacy, but of national pharmacy. The institution has been in the front rank for every measure seeking the elevation of pharmacy and its supporters. It is today the oldest pharmacy college west of the Alleghanies.



DR. JULIUS H. EICHBERG.  
Dean College of Pharmacy; Prof.  
of Materia Medica and Therapeutics  
Miami Medical College.

The college building is located at 614-616-618 W. Court Street. It is a well-built and imposing structure, and is thoroughly equipped with laboratories, lecture halls, etc.

The college confers four degrees, each degree in con-

formity with the course pursued and the conditions required :

Bachelor of Pharmacy (Phar. B.).

Pharmaceutical Chemist (Phar. C.).

Master of Pharmacy (Phar. M.).

Doctor of Pharmacy (Phar. D.).

The degree of Ph. G. (Graduate of Pharmacy) is no longer given.

Women are admitted on the same conditions as men.

Students entering for a degree must have a preliminary general education, at least equivalent to that required for admission to a public high school.

Following is the faculty : Dr. Julius H. Eichberg, Ph. G., dean ; Chas. T. P. Fennel, Ph. G., Ph. D. ; A. O. Zwick, B. L. S., Ph. G. ; Otis L. Cameron, M. D. ; Chas. A. Apmeyer, Ph. G. ; Edward Hefner, Ph. B. ; Adolph Leue, A. M., Ph. D.

In June, 1902, the College of Pharmacy became the department of pharmacy of the Ohio University, at Athens.

## CHAPTER LX.

### SCHOOL LIBRARIES.

W. C. Washburn.

**A**FTER the free school system had been established in 1829, those pupils who ranked highest in the annual examinations were rewarded by the Board of Trustees and Visitors with prizes of books, for which purpose one hundred dollars was appropriated by the City Council. This remained the practice for several years, in the hope

that it would "have a salutary effect in inspiring a spirit of ambitious but generous emulation among the students." These presentations were usually made by the mayor in public.

In the annual report of the Trustees, for the year ending June 30, 1836, we learn that "juvenile libraries" had been formed, "by way of experiment," in some of



JOHN P. DEHNER,  
Member Board of Education,  
1884-1886.

the schools, by voluntary contributions from the scholars and "the liberal assistance of the public;" and it is suggested that the Apprentices' Library, "now under the care of the City Council," be made accessible to all the pupils of the schools. Two years later we are told "the pupils and teachers, in many of the districts, have succeeded in obtaining libraries, consisting, in some instances, of seven to eight hundred vol-

umes;" and that "most of the schools have petitioned the Board to expend the sum (one hundred dollars) heretofore appropriated for annual premiums to pupils, in books for their libraries."

In his report, June, 1839, Elam P. Langdon, president of the Board, writes: "There is a library contain-

ing a greater or less number of books in every school district. In some of the districts the citizens have contributed for this purpose from \$30 to \$100." The Legislature, May 4, 1853, provided a tax of one-tenth of a mill for the purchase of libraries and apparatus for the schools "under direction of the State Commissioner of Common Schools."

Sixteen of these libraries were supplied to the school districts of Cincinnati, each being a duplicate of the others. This method of disbursing the fund, however, was unsatisfactory to the Board of Education, because of the "wasteful multiplication of books;" and in a meeting of the Board, December 18, 1854, resolutions were adopted that there should be but one library (see page 365).

Concerning the library thus founded, Rufus King reports in March 1855: "As a beginning, some fifteen hundred volumes were selected, containing a wide choice of histories, etc., with a fair proportion of works of fiction, such, for example, as those of Miss Edgeworth, Scott, Cooper." He continues: "It is this latter department of the library from which the least good is to be hoped," and he advises that it be "watched with closest attention." At this time school children were not allowed to take out novels.

About six years ago Superintendent Morgan encouraged the principals to inaugurate plans to establish libraries in the schools over which they had charge. Public entertainments were given; voluntary contributions were made by pupils, patrons and teachers; subscriptions were solicited, and in many instances large sums of money were donated by public-spirited citizens.

Many of the schools, therefore, possess libraries that merit special attention. In the Twenty-seventh District

is the A. Howard Hinkle Library, named for the principal donor, and showing in its printed catalogue about five hundred volumes. The North Fairmount School Library has a printed catalogue of about the same number, purchased with contributions from teachers and friends of the school. The Fifteenth District has about



JUDGE FRED. S. SPIEGEL,  
A Member of the Board of  
Education, April, 1880.

three hundred volumes, obtained by teachers' donations and gifts from various sources. In the Sixth District is the Charles Fleischmann Library, containing twelve hundred English and German works, established in 1897 with money donated by the late Charles Fleischmann, whose heirs add to the sum annually. Another of the city's public-hearted German citizens, the late Christian Moerlein, bequeathed

\$1,000 to found a library in the Webster School. The Nineteenth District has an excellent library of five hundred books, established in 1895 with money raised by an entertainment given by the school. The Thirtieth

District has nine hundred volumes, purchased with the proceeds of two public entertainments. The Twenty-first District has also a well-stocked library. In the Windsor School a considerable amount has been raised to provide a library. The Eighth District has a valuable



**WILLIAM HENRY DAVIS, JR.,**

Clerk of the University Board Since February 18, 1901.

professional library in the office of the school for the teachers' use, and a pupils' library of appropriate books in each class-room. Teachers of the Whittier School have a small but good library, and are perfecting plans to add



largely to it. In the Tenth District is an English and German library of nearly seven hundred volumes for teachers' and pupils' use.

The Hughes High School Library had its beginning in one of the sixteen duplicate libraries furnished to the city by the State, as told elsewhere in this sketch. It has now grown to twenty-seven hundred volumes. Many other schools have excellent nuclei of books, to which important additions will be made as results of plans and measures now in progress.

"Old Woodward" High School is the proud possessor of the largest of the school libraries, the foundation for which was a legacy from the old Woodward College, the collection thus dating from 1831, when the college was opened. Many valuable additions have since been made, until the library now comprises about four thousand volumes, among them being some rare treasures from the old college.

In 1902 valuable collections of supplementary readers were furnished each school by the Board of Education.

## CHAPTER LXI.

### THE PRINCIPALS' ASSOCIATION.

IN 1868, under the leadership of Superintendent John Hancock, G. A. Carnahan, J. E. Sherwood, and E. H. Prichard sent out an invitation to the principals of the Cincinnati schools to meet at the rooms of the Board of Education, for the organization of an association whose object should be the discussion of educational problems.

The principals responded, and it was decided to call the new society The Principals' Association of Cincinnati, and to limit the membership to those who have supervision of the work of other teachers in the public schools of Cincinnati. A committee was appointed to frame a constitution and by-laws. The committee reported at the next meeting, and a permanent organization was effected, with the following officers: President, Vice-President, Recording Secretary, Corresponding Secretary and Treasurer; These hold office for one year. The regular election of officers is held the first week in September.

Since September 12, 1896, annual dues have been \$2. Meetings are held monthly, except in July and August. Occasionally special meetings are held.

Some of the subjects discussed during the past ten years are :

- Personal and official duties of the principal.
- Individuality of the child.
- Individuality of the teacher.
- Character at the end of education.



W. H. REMLEY,  
Principal of the Twenty-eighth  
District School.

To what extent can correlation be profitably made to teach the subject given?

Normal order of child-growth.

Influence of mental fatigue upon the mentality of the child.

The mental effects of physical exercise.

The influence of manual training upon other parts of school work.

Constructive instincts and activities of children.

Moral training of school children.

How shall the child study?

When and where shall the child study?

Home influence in school work, or how to secure parental co-operation.

How shall we instil the love of truth in the minds of our pupils?

Arithmetic in the lower grades.

Libraries, how to conduct and use them.

The attitude of the American teacher.

How to maintain dignity, personally, professionally, and intellectually.

Thought period.

Where should a principal's supervision be most constant?

Language and composition.

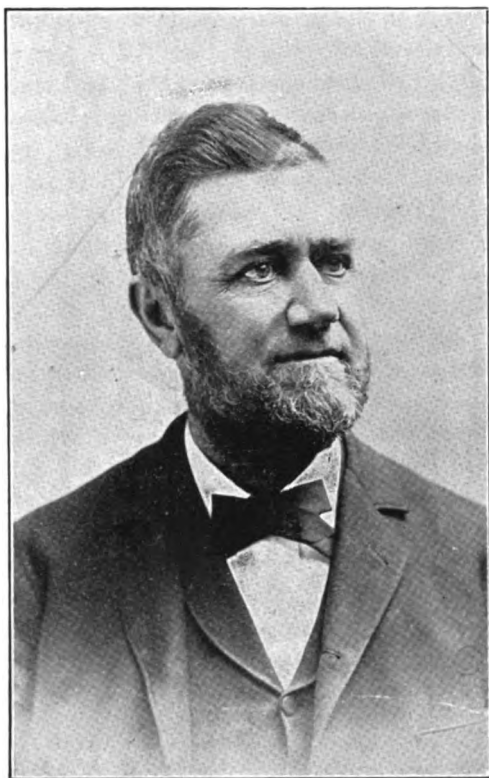
How shall we teach geography inductively and according to present course of study?

Descriptive appliances for teaching geography and history.

What are the best incentives for study and character?

The extra scholastic functions of the elementary school.

Advance in education.



**CHARLES A. MILLER,**  
Member of the Board of Education, April, 1879.

(417)

The extent and limits of educational discipline necessary to success in life.

Literature in the primary grades.

The preparation of the teacher.

How shall the teacher instruct so that the pupil's interest in the acquisition of knowledge shall continue after he shall leave school?

Previous acquired knowledge as a factor in the pupil's further progress.

How shall we develop self-helpfulness and self-reliance in the pupil?

In addition to the discussion of the above topics, a number of distinguished educators have appeared before the association. Superintendent Morgan in the 67th annual report says: "The Principals' Association has never done more useful or successful work than during the last four years of its history, and the enthusiasm aroused has urged it on to even better work in the years to come. It has grown to an organization of professional, dignified, and pedagogical character, and its influence is for good upon the ambition and the ethical intents of the subordinate teacher."

The following is as complete a list of presidents as can be obtained from the records:

1873-4, A. A. Clerke.

1874-5, John B. Peaslee.

1875-6, James E. Sherwood.

1876-7, H. H. Raschig.

1877-80, J. S. Highlands.

1880-1, N. K. Royse.

1881-2, A. S. Reynolds.

1882-5, C. H. Evans.

1885-9, James E. Sherwood.

1889-90, H. H. Raschig.

1890-2, J. S. Highlands.  
1892-3, E. H. Prichard.  
1893-4, John Akels.  
1894-5, J. B. Scheidemantle.  
1895-6, G. W. Burns.  
1896-8, R. C. Yowell.  
1898-9, G. W. Oyler.  
1899-1900, Louis M. Schiel.  
1900-1, A. B. Johnson.

## OFFICERS OF 1901-2.

President, C. J. O'Donnell.  
Vice-President, W. H. Remley.  
Treasurer, M. F. Andrew.  
Secretary, Fred. W. Dearness.  
Cor. Secretary, Maximilian Braam.

## CHAPTER LXII.

## THE HOUSE OF REFUGE.

THE HOUSE OF REFUGE was opened for the reception of inmates October 7, 1850. It is situated about four miles northwest of the Post-office, on the east side of Colerain Avenue.

The grounds belonging to the institution contain  $9\frac{7}{8}$  acres. The main building, which faces west, is a castellated edifice of rough blue limestone, with window caps, casings and portico of white Dayton stone, presenting an imposing front of 277 feet. The north wing contains one hundred and twelve sleeping rooms for boys. The south wing is occupied exclusively by the girls, and contains seventy-two single sleeping rooms, one room

large enough to contain twelve beds, two sewing rooms, one school room, two store-rooms, and hospital department. Twelve years ago a new building was erected for the kindergarten department, or first division girls. The Refuge will furnish accommodations for four hundred and fifty inmates, and the requisite number of officers for their care.

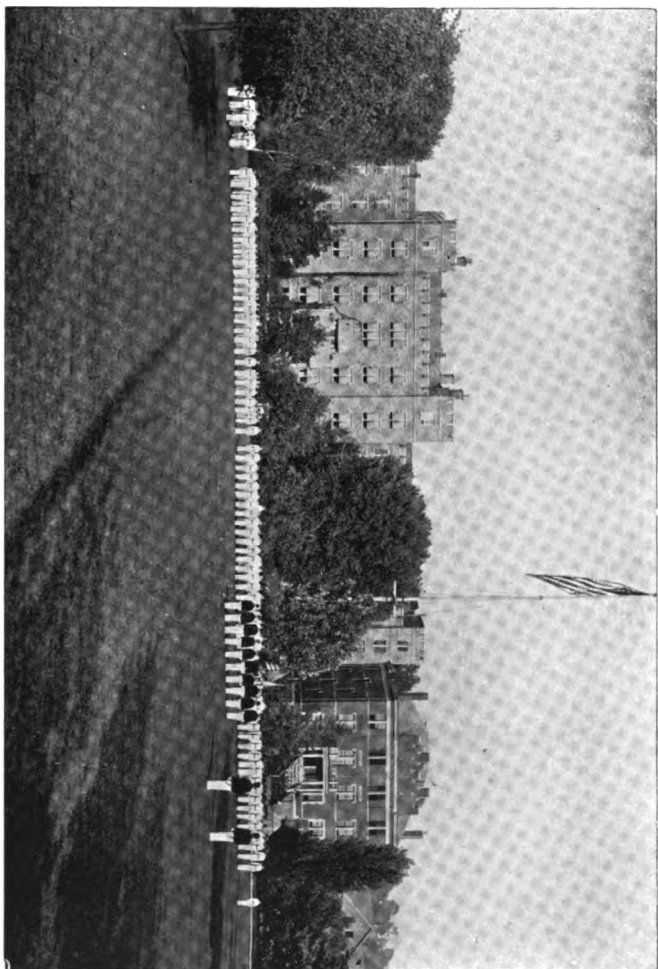


JAMES ALLISON,  
Superintendent House of Refuge  
Since May 26, 1895.

The boys are divided into four, and the girls into three divisions, or families. Each of the seven families have separate school, sleeping apartments and dining rooms, work shops, recreation rooms, and play grounds.

The school organization consists of six divisions for boys, and three for girls, beginning with the kindergarten, the remainder being classified as nearly as circumstances will al-

low according to the advancement of the pupils. With the limited time at their disposal, no attempt to give a superficial instruction in a large number of studies is made, but the aim is to impart a thorough knowledge of a few necessary branches.



HOUSE OF REFUGE,  
Colerain Avenue, Showing Parade Ground and Cadet Battalion.  
The Refuge Was Opened October 7, 1850.



Instruction is given in reading, writing, spelling, geography, mental and written arithmetic, and general instruction in morals and manners. Scholars are promoted from grade to grade as advancement in studies appear to justify, and are incited in this and other ways to exert themselves to their own improvement. Each class comes under the immediate tuition of the teacher, and is a heart-to-heart work, little independence being placed in any monitorial system of instruction. The results obtained compare favorably with those of similar grades in any of our public schools. An exhibit of school work is on permanent exhibition in the building, and open for inspection at all times. Every inmate is required to attend school; there is no such thing as "playing hookey." The small children in the kindergarten and primary grades attend both morning and afternoon classes; the boys of working age, one-half of each day, the remaining half day being devoted to instruction in our manual training departments learning some useful trade. The girls, in addition to their school work, are taught plain sewing and receive practical instruction in general domestic service in every department of the house.

The chief aim of the Refuge is to train its inmates to habits of industry and obedience to law, by imbuing their minds with principles of morality and religion, by furnishing them means to earn an honest living, and, above all, by separating them from the corrupting influences of vice, old associates, and bad environment.

Printing, carpentry and joinery, cabinet-making, wood-turning, wood-carving and engraving, painting, shoemaking, tailoring, brick-laying, and sloyd are taught.

Average number of children during the year (1901) was 428. Number of inmates admitted since the opening of the house, October 7, 1850, 12,929. Of this number

10,524 were boys and 2,405 girls. Established in permanent country homes, 1,340.

*Our Companion* is printed monthly. All the work is done by the boys.

After the death of Superintendent Fulton, the board, May 26, 1895, fortunately secured the services of one of their former members, James Allison, Esq., to assume the duties of the superintendency. Mr. Allison

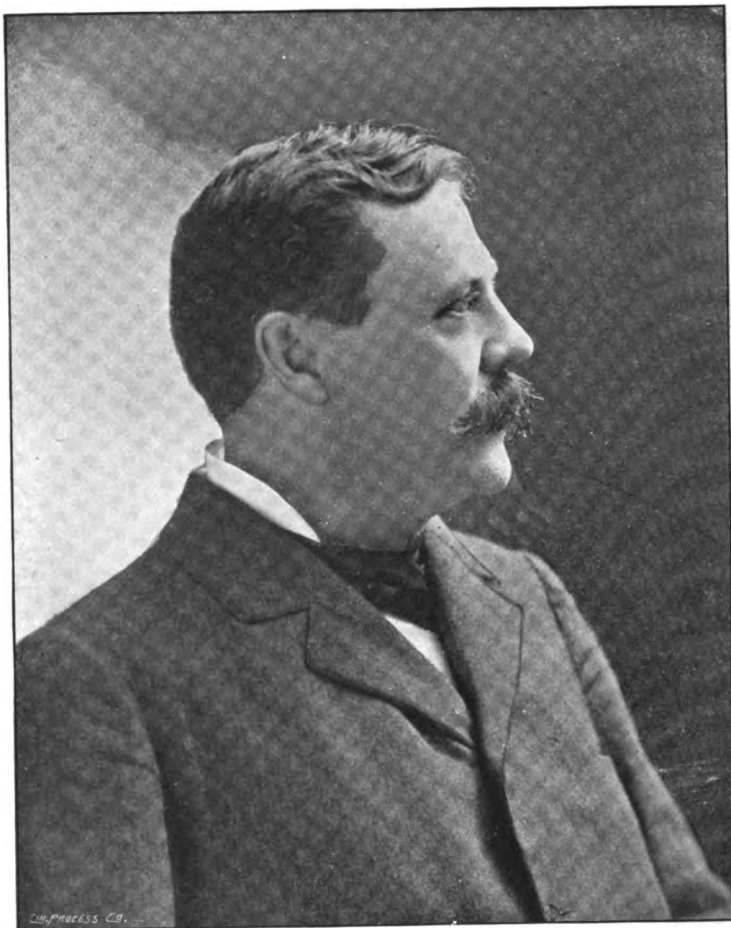
was well acquainted with the general conduct of the house and much of the details, and in the discharge of his duties has happily given satisfaction to those who promoted him to the most honorable position in their power to give. Mr. Allison enjoys a large acquaintance among the leading business men and officials of the city. His experience among his fellow-men as an executive is



ALEX MATTHEWS,  
Member Board of Education,  
1894-1903.

testimony sufficient as to his qualifications; and with a heart full of sympathy for the children and forceful courtesy in directing his assistants, he has already accomplished many necessary changes, besides suggesting such improvements as will increase the efficiency of reform measures, and place the Refuge on more advanced grounds.

In 1893-5 Mr. Allison was chief of the department



*Very truly yours,  
J. C. Malabary.*

(424) Attorney-at-Law; Principal Mt. Healthy Schools, 1884-88.

of manufactures at the World's Fair (Chicago). For three years he was president of The Ohio Mechanics' Institute. In his younger days Mr. Allison taught country schools in Jefferson County, Indiana.

OFFICERS—Superintendent and Secretary, James Allison; Assistant Superintendent, P. R. Costello; Book-keeper, J. B. Jackson; Physician, Wm. H. Taylor; Matron, Mrs. Mary Devinney.

Directors for the year ending December 31, 1901—Henry Behrens, president; John Webb, Jr., James Dalton, Lawrence Poland, Wm. B. Carpenter, Guy W. Mallon, Robert S. Fulton, Thos. J. Peale.

## CHAPTER LXIII.

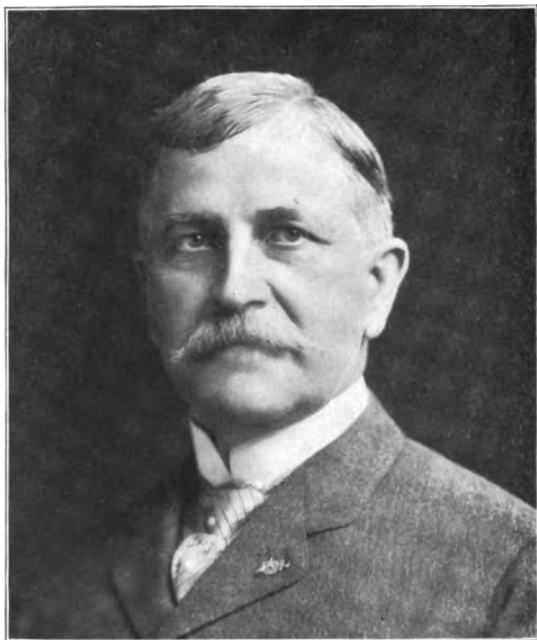
### THE TEACHERS CLUB.

ON February 18, 1892, a number of teachers and others interested in the cause of education convened at the Normal School in response to an invitation. Col. D. W. McClung was elected temporary chairman, and Arthur O. Jones temporary secretary.

Upon request of the chair, Mr. Sherwood and Miss Sullivan stated the object of the meeting to be to organize a club composed of teachers and ex-teachers for social and literary advancement of the profession. It was decided to hold the next meeting in the lecture room of the Y. M. C. A., February 25th.

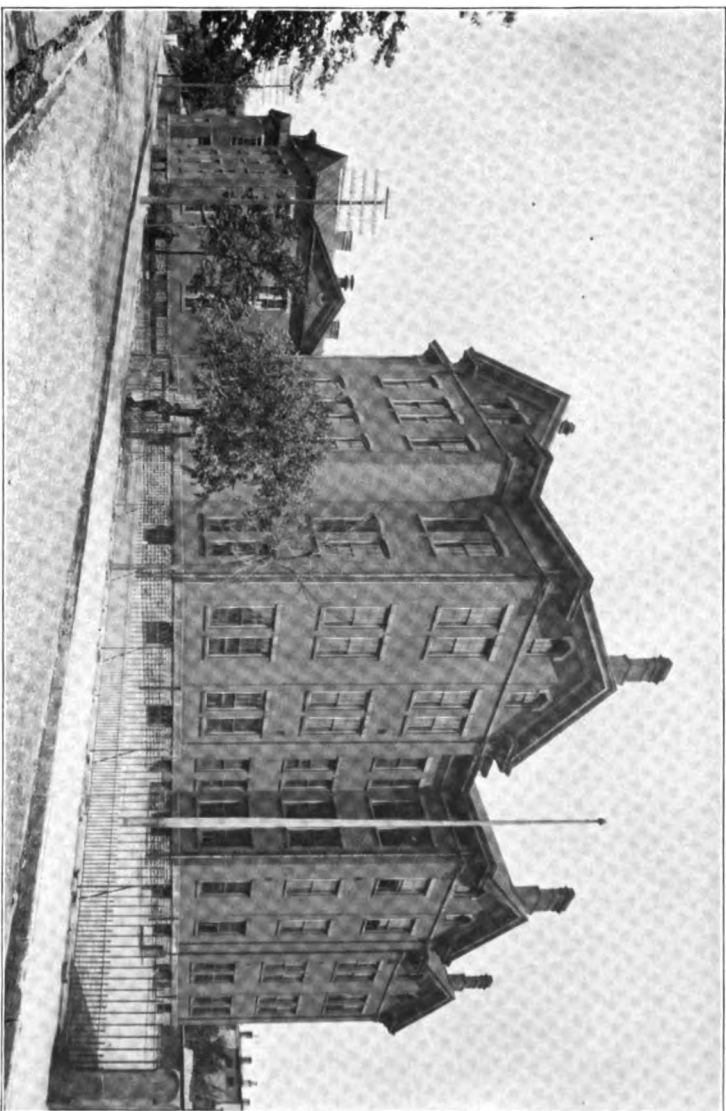
On February 25th a large number assembled at the Y. M. C. A., and the report of the committee on constitution was received and adopted.

On April 7th Messrs. Akels, Sands, and Freeman were appointed to draw up the by-laws of the club. They were afterwards adopted with few exceptions as read by the committee. Miss Sullivan and Messrs. Mumper, O'Donnell, Sherwood, and Booth were ap-



G. W. BURNS,  
Principal of the Eighteenth District School.

pointed a committee to secure a charter, and on November 10th the articles of incorporation of the club were handed to the president, the thanks of the club being voted to Judge A. H. Bode for his assistance in the mat-



**EIGHTEENTH DISTRICT SCHOOL.**

**Largest in the city: Located on Hopple Street, Camp Washington; Erected 1869-82; Cost \$63,700 (\$48 per pupil); 27 Rooms; Seats 1,350; G. W. Burns, Principal; Jacob E. Cornany, Trustee. (47)**

ter. On March 1, 1894, a committee, consisting of Messrs. Booth, Freeman, Harper, presented a set of by-laws for governing the Board of Managers.

A board of fifteen directors in addition to the officers constitutes the Board of Managers. The Board of Managers is, by virtue of the by-laws, made the executive body of the club. to originate, perfect, and carry into execution all such plans as are essential to the well-being and success of the club. Regular meetings of the Board of Managers are held on the first Wednesday of each month, except June, July, and August.

There are seven standing committees of the Board of Managers, appointed by the president, of each of which he is *ex-officio* a member, viz: (1) Committee on Lectures and Entertainment, consisting of ten members; (2) Committee on Temporary and Permanent Quarters, five members; (3) Committee on Auditing and Finance, three members; (4) Committee on Elections and Membership, five members; (5) Committee on Publication, five members; (6) Committee on Rules and Regulations, five members; Conference Committee of Education and Special Study, five members.

The duties of each of the standing committees are very clearly defined in the by-laws of the Board of Managers, and at the meeting of the Board of Managers next preceding the annual meeting of the club for the election of officers, each committee furnishes the president of the club a written report of its work, signed by a majority of its members. For the transaction of business, twenty members constitute a quorum of the club, and ten members a quorum of the Board of Managers. The annual dues are two dollars for each member, payable on or before the annual meeting in March. Each person proposed for membership must have the endorsement of

three members, and shall be voted upon at the next meeting of the Board of Managers. There are two regular meetings of the club; one is held on the first Saturday after the first Wednesday in March, at 2 P. M., at which time the officers are elected; the second meeting is held on the first Saturday after the first Wednesday in October, at 2 P. M.

Beginning January 1, 1897, the club leased for a few years rooms in the Odd Fellows' Temple. These were handsomely furnished, and on February 5th were opened with a reception, the Committee on Entertainment providing good music, addresses, and light refreshments. Later the club removed to the vacant



HEZEKIAH B. BAILY,

Woodward College Graduate, June, 1850. Second Intermediate school house, on Ninth Street, near Main, into rooms provided by the Board of Education. Scarcely a day passes by in which the doors of the club's rooms are not opened for some educational purpose.

The rooms are well provided with periodicals, with libraries, and all the modern equipments and conveniences, and they have been an important factor in securing a better acquaintanceship among the teachers, in arous-



ing an interest in all educational questions, in promoting harmony of feeling and action, and in insuring a hearty co-operation in all things pertaining to the best interests of the schools.

The idea of the pension law originated with the Aid and Annuity Society. Convinced of the inability of the society to secure sufficient pension, Messrs. Morgan, Coy, Raschig, Sproull, Sands, and others most zealously advocated the enactment of a new law. The Teachers Club appointed a committee, of which Mr. Raschig was the chairman, and the law was formed and enacted. Later it was found unconstitutional, and in 1902 another law, optional with the teachers, was passed.

For several years the club gave an annual banquet at the leading hotels, but this practice was finally abandoned, and now there is usually a mid-winter reception at Odd Fellows' Temple and a summer outing (see page 266). The membership is about 1,000. The club has a winter lecture course (at the Odeon) that always brings out a fine audience.

The following is a partial list of the lecturers who have appeared before the club at the Odeon :

Francis W. Parker, Chicago, Ill.

President Harper, Chicago University.

President Adams, Wisconsin University.

President Schurman, Cornell University.

Dr. Dan Millikin, Hamilton, O.

Mrs. Mary Wright Sewall.

President Canfield, State University, Columbus, O.

Prof. T. C. Mendenhall, The Bering Sea Controversy.

Chas. F. Underhill, reading, Shakespeare's *Midsummer Night's Dream*.

Prof. P. V. N. Myers, *The Under World as a Factor in History*.

J. DeWitt Miller, *Three-thirds of a Man.*

Leon H. Vincent, *Emerson.*

Symposium, *The Government of Cities.*

J. DeWitt Miller, *Uses of Ugliness.*

Mrs. Alice Freeman Palmer, *Personal Recollections of Whittier, Holmes, and Philip Brooks.*

Fred Hovey Allen, *An Illustrated Lecture on Cathedrals.*

Harvey J. Buntin, *In the Footsteps of Stonewall Jackson.*

Prof. S. H. Clark, *The Meaning and Purposes of Tragedy.*

Anna S. Peck, *Mexico, Including the Ascent of Popocateptl and Orizaba.*

#### PRESIDENTS.

1892-3, W. H. Venable.

1893-6, Prof. W. O. Sproull.

1896-8, E. W. Coy.

1898-9, Geo. W. Harper.

1899-1900, J. P. Cummings.

1900-1901, G. W. Burns.

1901-1903, R. C. Yowell.

## CHAPTER LXIV.

### THE BARTHOLOMEW-CLIFTON SCHOOL.

(For Girls.)

TWO years ago the Bartholomew English and Classical School for Girls, which had for twenty-five years been one of the best-known of our educational institutions, was moved to Clifton, and consolidated

with the Clifton School, of which Miss E. Antoinette Ely was principal.

Miss Ely is a Cincinnati woman, who, after graduating from the University of Cincinnati, studied in Germany at the University of Leipsic. Upon the opening of the University of Chicago, in 1892, she was appointed to a fellowship in Latin in its graduate school. Here



**THE BARTHOLOMEW-CLIFTON SCHOOL.**  
(For Girls.)

she studied two years. After receiving her Master's degree from the University of Cincinnati, Miss Ely taught in several of the best preparatory schools of this city, and has for years made a study of school methods in this country and abroad.

With Dr. George K. Bartholomew as regent, Miss E. Antoinette Ely, A. M., principal, Miss Mary F.

Smith, associate principal, and a large corps of teachers, this school is unusually well equipped for good work.

Situated at Evanswood, Clifton, one of the old family estates of Cincinnati's most beautiful suburb, and easily reached by three street railway lines, the school offers the advantages to be gained from close proximity to the city, combined with the fresh air, light, and freedom of the country.

The special aim is to provide a sensible, thorough, and well-ordered training for girls. The work is divided into two departments, the lower and the upper school. Throughout the eight forms of the lower school an effort is made to lead the children through the necessary drill in the fundamental English studies, with French or German, and with lessons in nature study, familiar science, drawing, music, physical culture, and sewing.

The upper school has two regular courses :

The general academic course is recommended for girls not intending to go to college. This course is strong in English, literature, and history, includes modern languages, familiar science, current events, the history of art, and substitutes, for those who desire, a training in business forms and simple accounts, and work in modern languages and literature for higher mathematics and advanced classics.

The college preparatory course fits girls for admission into any of the colleges open to women. Students who are sufficiently advanced in the elementary studies are received for elective courses. Classes for advanced work in languages, history, literature, and science are open to those who have completed the general academic course and to others of mature years.

A high standard is maintained throughout the school.

Each pupil is permitted only so many studies as she can accomplish with the zest that comes from work done with honesty, understanding, and thoroughness.

A limited number of pupils who desire the advantages of a quiet, well-ordered home life are offered residence in the school.

## CHAPTER LXV.

### CINCINNATI TEACHERS ASSOCIATION.

IN October, 1893, the following notice was sent to male teachers:

"The suggestion has been made that an association of the male teachers of Cincinnati would be of advantage.

"The undersigned have decided to ask their fellow assistant teachers to meet on October 19th, at 4 o'clock, at the Y. M. C. A., Seventh and Walnut, to consider the advisability of forming such an association, its proper aims, and other aspects of the matter.

"The superintendent of schools (Mr. Morgan) heartily favors the project.

"Will you not come to the meeting, whether you feel inclined toward the idea or not?

"A. F. KUERSTEINER,  
J. REMSEN BISHOP,  
ALAN SANDERS,  
O. W. MARTIN."

Quite a number of teachers responded to this invitation, and W. H. Venable was chosen president pro tem. It was decided to form an association of male teachers. A committee of three, J. Remsen Bishop,

M. Braam, and E. M. Sawyer, was appointed to draft constitution and by-laws. The committee reported at the next meeting, and the first election followed as follows: J. R. Bishop, president; E. M. Sawyer, vice-president; Maximilian Braam, secretary; and J. C. Heywood, treasurer.

At the meeting of the association, November 10, 1894, the name was changed from Cincinnati Male Teachers Association to the Cincinnati Teachers Association. Meetings are held the second Wednesday of each school month, at 4 P. M., in the hall of the Sixth District School.

Subjects discussed, mostly by teachers: Relations of the teachers to the superintendent, J. R. Bishop. School Management, Ex-

Superintendent J. B. Peaslee. Report of committee of ten, E. W. Wilkinson. History in public schools, W. S. Strickland and G. A. Carnahan. Magic lantern in geography teaching, F. P. Goodwin. Drawing, its grammar and expression, Miss Christine Sullivan. The use and abuse of memory in education, W. H. Venable. Arithmetic, H. H. Brader. Some hints to teachers, Geo.



DR. JOSEPH RAY,  
The Mathematician; First Principal  
of Woodward High School.

F. Sands. Study of the natural sciences, Geo. W. Harper. What and how, C. C. Long. Committee of fifteen on geography, F. P. Goodwin. The historical sense in children, F. M. Youmans. Mistakes of the teacher, W. S. Strickland. Why teachers should be members of teachers' organizations, Superintendent W. H. Morgan. Life certificates, John A. Heizer. A "rolling stone gathers no moss," Hon. J. H. Bromwell. The voice in the school room, Dr. Max Thorner. Ethical training, Miss Clara B. Jordon and Miss Amanda Kuersteiner. Mental and physical hygiene, Dr. Elizabeth Campbell. Vacation schools, Mrs. C. N. Lathrop, Miss M. L. Armstrong, and F. M. Youmans. Civics, Mayor Julius Fleischmann.

## PRESIDENTS.

1893-5, J. Remsen Bishop.  
 1895-6, Maximilian Braam.  
 1896-7, Fred M. Youmans.  
 1897-8, W. S. Strickland.  
 1898-9, John A. Heizer.  
 1899-1900, E. W. Wilkinson.  
 1900-1901, John S. Hauer.  
 1901-1902, C. H. Porter.

## CHAPTER LXVI.

## MATHESIS.

**T**WENTY-NINE teachers met at the Ninth Street District building, February 20, 1894, in response to a request from Superintendent Morgan that each school should send a delegate to represent it in the movement

to organize a society composed of the lady teachers. Mrs. Jennie H. Jones was elected temporary chairman, and Miss Ida J. Boyer secretary.

Miss Christine Sullivan explained the object of the meeting to be to organize a lady teachers' society for

1. The promotion of agreeable and useful relations among teachers.

2. The discussion of pedagogical, literary, artistic and scientific subjects relating to the professional work of the teachers.

3. The dissemination of principles and facts which promise to exert a salutary influence on women teachers of our schools, and through them on the schools.

4. The establishment of an order which shall render the women teachers of our schools helpful to each other.

The subjects, place, time and frequency, dues and initiation fees, were discussed with the following results: The society shall meet at 4 P. M. on the first Tuesday of each month, except July, August, and September. Dues shall be one dollar per annum, and no initiation fee prior to September 1, 1894; subsequently an initiation fee of one dollar shall be exacted.

At each meeting a president and secretary shall be chosen to preside at the following meeting, but the treas-



JAMES M. BRANDT,

Winner of the Oratorical Prize  
Cincinnati Law School, 1896.



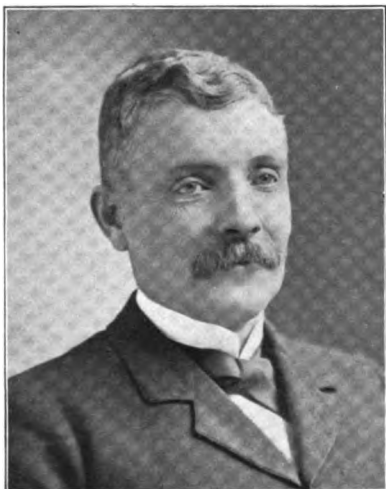
urer shall be chosen for one year. For the next meeting the following officers were elected :

President, Ida J. Boyer.

Secretary, Sue Armstrong.

Permanent treasurer, Addie Boyd.

The name, "Mathesis," *desire of learning*, was chosen as the title of the association.



SAMUEL T. LOGAN,  
Principal of the First District  
School.

By a provision of the constitution the permanent officers of the society are elected on the last Tuesday in February, to serve for one year. They are president, first vice-president, second vice-president, recording secretary, corresponding secretary, assistant corresponding secretary, and treasurer, and an executive committee of five.

From April 2, 1895, to April 6, 1897, the society held meetings in the Library Hall at the invitation of the Library Board of Managers, after which meetings were held in the Teachers' Club Rooms, Odd Fellows' Temple, for a few years. The Sixth District Hall is now the monthly meeting place.

At the regular meeting in June, a social is held. These socials are largely attended and greatly enjoyed.

The rooms are decorated with flowers, refreshments are served, a fine orchestra renders music, and some pleasing literary exercises are given. The membership is



**FIRST DISTRICT SCHOOL,**

**Liberty, near Broadway; Erected 1867; Cost \$76,313;  
21 Rooms, Seats 1,134 Pupils; Samuel T. Logan,  
Principal; Charles Weidner, Jr., Trustee.**

about 150. Up to the time of her death, Miss Christine Sullivan was the leading spirit.

The following is a partial list of the speakers and

the papers read since the organization of the society :

Science teaching in the lower grades, effects of alcohol and cigarettes upon young people, Miss Patrick.

A practical lesson on the use of the molding board, Miss Magurk.

Thought period, Misses Doerner, Hermes and Brown.

Illustrated composition, illustrated lessons, etc., Miss Sullivan.

Composition, the written expression of thought, patriotism and national songs, etc., Miss MacAvoy.

The report of the committee of ten, J. R. Bishop.

What? how? heredity and environment, C. C. Long.

Nature studies, Miss Burnet.

The woman teacher, Margaret Sutherland.

Thou shalt not, Dr. Dan Millikin.

Art spirit in the public schools, W. W. Taylor.

The brain the organ of the mind; divisions of the mind, Dr. R. H. Whallon.

Acquisition of voluntary power, Miss McGowan.

Idiosyncrasies, Mrs Carrie N. Lathrop.

The normal child, how to detect aberrations, S. T. Logan.

Well-directed effort, Miss Janet Knox.

Control of the thoughts and feelings, Miss Rothe.

Actions arise from motives, Miss Bohlander.

Our native song birds, Louis M. Schiel.

Messengers of Spring, Miss Selma Wood.

#### PRESIDENTS.

Temporary, Ida J. Boyer.

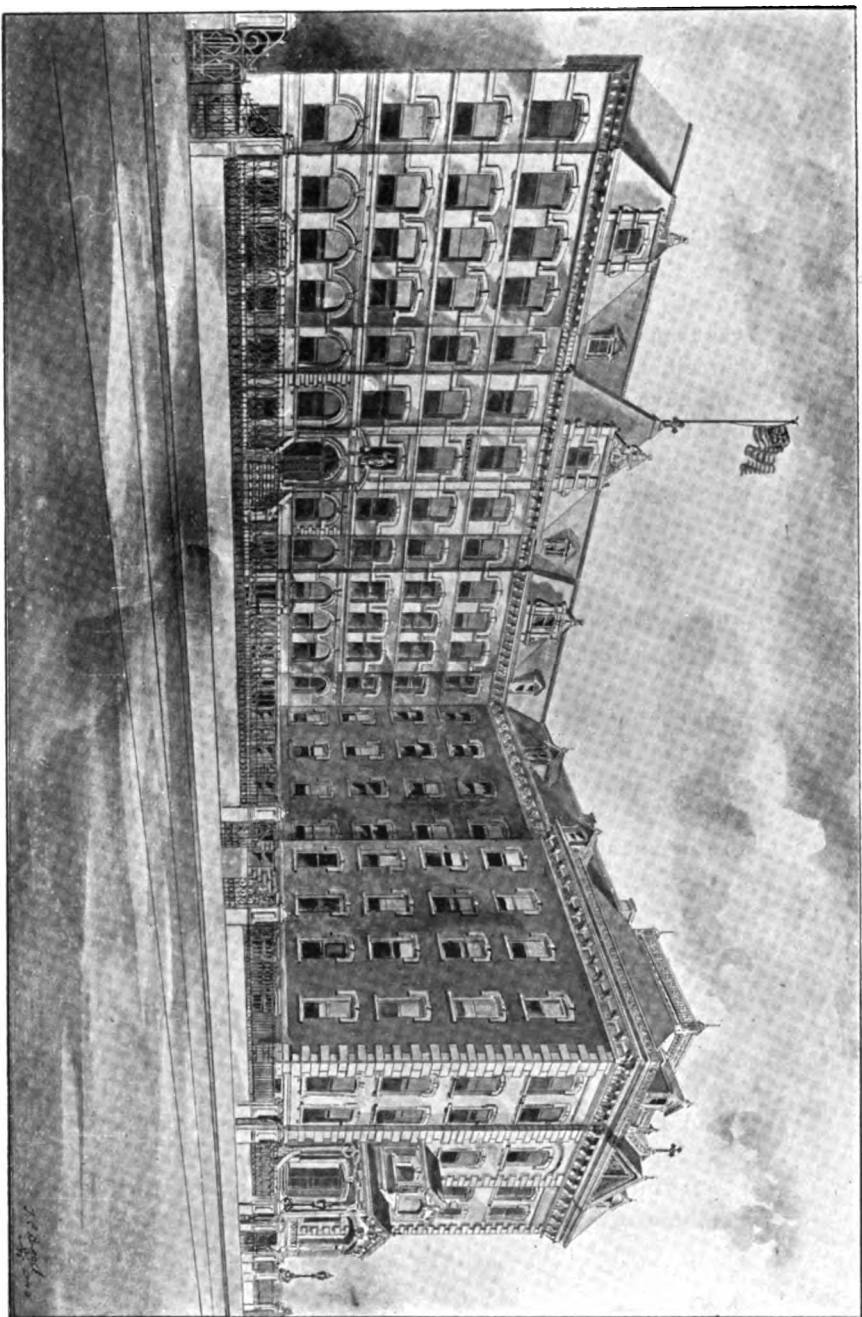
1895-7, Christine Sullivan.

1897-8, Susie Rennick.

1898-1900, Christine Sullivan.

1900-1901, Ella A. Rothe.

1901-1902, Mary McGowan.



ST. XAVIER COLLEGE, SYCAMORE STREET, BETWEEN SIXTH AND SEVENTH.

## ST. XAVIER COLLEGE.

This institution, known at present as St. Xavier College, was established October 17, 1831, by the Right Rev. Edward D. Fenwick, D. D., first bishop of Cincinnati, under the name of "*Athenæum*." In 1840 it was transferred, by the Most Rev. Archbishop J. B. Purcell, D. D., to the Fathers of the Society of Jesus, who have conducted it ever since under the title first mentioned. It was incorporated by the General Assembly of the State in 1842. In 1869 an act was passed which secures to the institution a perpetual charter and all the privileges usually granted to universities.

The course of study embraces the doctrine and evidences of the Catholic religion, logic, metaphysics, ethics, astronomy, natural philosophy, chemistry, mathematics, rhetoric, composition, elocution, history, geography, arithmetic, penmanship, book-keeping, actual business, commercial law, the Latin, Greek, English, German, and French languages. The college is provided with suitable collection of mineralogical and geological specimens. In the department of chemistry extensive improvements have been made, both in point of a large stock of apparatus and of excellent facilities for work.

## CHAPTER LXVII.

## THE BIBLE.

SEPTEMBER 6, 1869, the following was introduced into the Board of Education :

"WHEREAS. There is a desire on the part of various members of the Catholic Church to unite certain schools

under the control of the church with the public schools, and to place such schools under the control of the Board of Education; therefore :

*“Resolved, That a Committee of Conference, consisting of 5, be appointed by the chair, who shall report at an early day to this board upon the basis said schools can be consolidated with the public schools, also :*

*“Resolved, That the president and vice-president be added to this committee.”*

At this point Samuel A. Miller moved to amend by adding the following :

*“Resolved, That religious instruction and the reading of religious books, including the Holy Bible, are prohibited in the common schools of Cincinnati, it being the true object and intent of this rule to allow the children of the parents, of all sects and opinions in matters of faith and worship, to enjoy alike the benefits of the common school fund :*



W. R. BENEDICT,  
Professor of Philosophy, University of Cincinnati.

*“Resolved, That so much of the regulations on the course of study and text-books in the intermediate and district schools as reads as follows, ‘The opening exercises in every department shall commence by reading a portion of the Bible, by or under the direction of the teacher, and appropriate singing by the pupils,’ be repealed.”*

Discussion waxed warm, citizens held public meet-

ings, and the matter was thoroughly debated. On November 1st the resolutions were adopted by a vote of 22 to 16; of the 22, ten were Catholics and a majority were foreign born, and this led to considerably of a cry that Catholics had been gotten on the board for the express purpose of ousting the Bible, as for many years no more than 2 or 3 of that faith had ever been on the board at one time. It was urged by some that, the Bible out of the way, the Catholic parochial schools would unite with the public schools. Others claimed that the Catholics wanted the school funds divided with them, etc.



**MERWIN SHERMAN  
TURRILL,**

For 29 Years Principal of  
the 26th District School  
(Now the Salmon P.  
Chase), Cumminsville.

In support of the talked of union of the public and parochial schools, the following was cited :

“ The entire government of public schools in which Catholic youths are educated can not be given to the civil power.

“ We, as Catholics, can not approve of that system of education for youth which is apart from instruction in the Catholic faith, and the teaching of the church. If the School Board can offer anything in conformity with these principles, as has been done in England, France, Canada, Prussia, and other countries where the rights of conscience in the matter of education have been fully recognized, I am prepared to give it respectful consideration.

“JOHN B. PURCELL,

Archbishop of Cincinnati.

“CINCINNATI, Sept. 18, 1869.”

The day following the adoption of the resolutions, that is, November 2, 1869, John D. Minor et al. brought suit to overthrow the action of the Board of Education. A temporary restraining order was granted, and so Bible reading continued while the case was being tried, and up to December, 1872, when the Supreme Court of Ohio held that the Board of Education was right in ousting the Bible. The trial started before a full bench, that is, the Superior Court in general term, on Monday, November 30, 1869, Judges Bellamy Storer, Hagans, and Alphonso Taft were on the bench. Attorneys for the plaintiffs (those in favor of the Bible reading) were: Sage and Hinkle, Wm. M. Ramsey and King, Thompson and



EDWARD HEFNER,  
Instructor in Latin, College  
of Pharmacy.

Avery. Opposing counsel were: Walker and Conner, solicitors for the city; Stanley and S. R. Matthews, George Hoadly, and Stallo and Kittredge.

The principal arguments were made by Stanley Matthews, George Hoadly, J. B. Stallo, Judge Sage, Wm. M. Ramsey, and Rufus King. February 15th following, the Court gave its decision, two for and



one against the reading. This made the injunction perpetual. Judges Storer and Hagans upheld the Bible, while Judge Taft held that the Board of Education could do as it saw fit. This decision of course was a Bible victory, and the reading continued. The case was taken to the Supreme Court direct, and in December, 1872, that body sustained the opinion of Judge Taft, that the Board of education was supreme in school matters. Upon this the daily reading of the Scriptures ceased, and has never been resumed.

The reading of the Scriptures in the schools began simultaneously with their establishment, viz., in 1829. No notes or comments were made by the teachers. In 1842 it was made a rule "that no pupil should be required to read the Testament or Bible against the wishes of parents or guardians." It is said the reading went unchallenged until that time when Bishop Purcell, then a city school examiner, made an objection; hence the new rule. In 1852 it was ruled that "the opening exercises in every department shall commence by reading a portion of the Bible, etc.

In his finding, Judge Welch says:

"United with government, religion never rises above the merest superstition; united with religion, government never rises above the merest despotism; and all history shows us that the more widely and completely they are separated, the better it is for both." The Court also held that McGuffey's readers, which contained selections from the Bible, were not included in the resolutions, or decisions.

## CHAPTER LXVIII.

## THE COLORED SCHOOLS.

IN the minutes of the Board of Trustees and Visitors of April 5, 1830, O. M. Spencer reported the following :

“The people of colour in the First Ward pray that a school may be opened in it for the benefit of their children.”

This would seem to indicate that colored children were not taken special cognizance of by the authorities in 1829, when the public school system was established. It is, however, recorded that in the private schools of those years there was no distinction on account of color. Indeed, colored children of a light hue were received into private schools as late as 1835, when Mr. Funk kept such a school at the southeast corner of Sixth and Vine.

According to John I. Gaines, the first school organized for colored people was in 1825, by Henry Collins, a colored man, who began in an old pork house (some say carpenter shop) on the south side of Seventh Street, between Broadway and Deer Creek. The school did not last a year. The colored population of Cincinnati at that time was about 250.

In a one-story frame building known as “King’s Church,” on the brink of Sixth Street Hill, looking down into Deer Creek, a colored man from Virginia, named Owen T. B. Nickens, opened the first successful colored school, in 1834. The charge for tuition was one dollar

per month, when he could get it, and though many paid in unredeemed promises, none were turned away for lack of payment.

In 1836 Mr. Nickens' school removed to New Street, near Broadway, where he was succeeded a few years



**JOHN I. GAINES,**

After Whom Gaines High School  
was Named; He died Novem-  
ber 27, 1859; aged 38.

later by John Mc-Micken, a natural son of Charles McMicken, the founder of the University of Cincinnati. The latter was urged to do something for the education of colored youth. He responded by paying for a tract of land containing 10,000 acres, lying north of Liberia, between that republic and Sierra Leone, called it "Ohio in Africa," and told them to go there and settle.

(Baker Jones was summoned to Cincinnati, and efforts were

made to induce him to lead such a colony. He was willing to go, but being refused what he demanded in the way of preparation, he went back to Mercer County, his home. Peter H. Clark was then selected to go as an explorer to this "Ohio in Africa." But when he reached New Orleans he refused to embark in the dirty lumber

schooner that had been chartered to carry him and one hundred and nineteen other persons. The others started.

Before getting out of the Gulf of Mexico the unfortunate emigrants were attacked by smallpox. The captain finally put into Charleston, S. C., for medical help. Here all the well ones were put into jail for coming into the State in contravention of law. After lingering there three months they were freed and set out again on their journey. In less than six months ninety per cent. of them were dead.

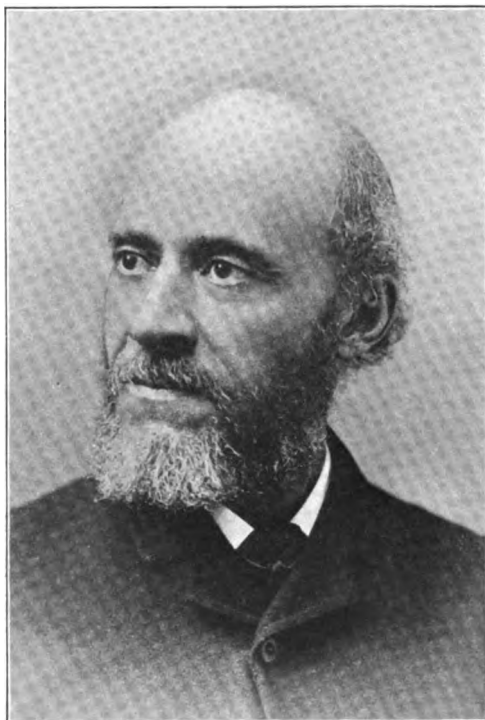
Having done so much, Mr. McMicken inserted a clause in his will prohibiting colored youth from sharing in the benefits of any educational facilities he might provide for the youth of the Queen City.)

In 1834 the faculty of Lane Seminary, alarmed by the threats of Kentucky mobbists, forbade their students to discuss the slavery question. A large number of students rebelled. Some went to Oberlin, which, with doors open for the discussion of all questions and for the education of all races and sexes, was at that time founded, and for the special benefit of these seceders. Some of the students came down to the city and established schools for the education of colored youth.

Three of these teachers, August Wattles and the Misses Mathews and Bishop, found employment in the East End. The ladies were in after years succeeded by Misses Lowe, Rakestraw, and Merrill. One teacher, Mr. Fairchild, found pupils in the West End of the city.

It was no easy thing to secure a place in which these schools could assemble, for the mob spirit was so rampant and so powerful that there was danger of the destruction of any building so occupied, hence considerable difficulty was experienced by those determined to have

schools. John O. Wattles, a white man, describes a scene of which he was an eye witness. It was enacted at the Baptist Church, on Western Row, the site of the



**PETER H. CLARK,**

**Ex-Superintendent of Colored Schools,  
Ex-Principal of Gaines High School.**

Central Union Depot. "The howling of the rowdies around the church, chiming with the rattling of the window shutters and the whistling of the winter winds

through the vacant panes and the cracks of the door, the rattle of the stones and brickbats against the house, while the little ones within would gather up close to the teacher, and huddle closer together, trembling with fear and knowing not what to do, whether to stay and await the fire of the assailants, or rush out and brave the curses of the drunken rabble."

There was a determination not to allow the blacks to be taught, and all sorts of indignities were heaped upon teachers, who found their goods set upon sidewalks, and themselves forced to go from place to place for food and lodging.

A room for the girls of the East End was found in the Deer Creek Methodist Church, which was afterwards known as New Street Chapel. The approach to it, at that time, was by way of an alley opening into Sixth Street. Baker Jones allowed the use of two of his houses on Sixth Street, just east of Broadway (on "The Green"). In one of these Mr. Wattles taught an advanced class of boys, and in the other Miss Bishop taught the primary classes of the same sex. Mr. Jones is worthy of honorable mention in this connection. He was a man of considerable wealth for that day; also a man of intelligence and advanced ideas.

Prof. Fairchild, who taught in the colored schools here, became eminent in educational and theological work. He was for a time a professor at Oberlin College, and afterwards president of Berea College, Kentucky.

An association, the history of which has never been written, aided much in the establishment and maintenance of schools. Under its influence schools were established in Columbus, Chillicothe, Circleville, Zanesville, Dayton, and other places. The famous Liberty School House was one of their structures. Mrs. Sarah Bella Garrard, afterwards Mrs. Sarah Bella McLean,

was president, and Rev. Walter Yancey agent to collect funds.

Still mob violence frequently kept the scholars from attending school, and prejudice was so intense the white teachers were refused accommodation in boarding houses, and were obliged to rent a house and board themselves.



A. J. DEHART,

Principal of the Douglass School, the only Colored School in the City (1902).

Colored men heartily co-operated in their work, and encouraged both teachers and scholars in their efforts. In 1841 Messrs. Goodwin and Denham opened a school in Baker Street Church. This was the largest of all the colored schools, having an enrollment of two or three

hundred pupils. These schools continued with varying success for several years, some of them flourishing and others barely hanging on the ragged edge of existence.

THE CINCINNATI HIGH SCHOOL,

As Gilmore's school was called, was established in 1844 by the Rev. Hiram S. Gilmore, a philanthropic gentleman of considerable wealth, who purchased a lot at the east end of Harrison Street, and erected thereon a building of five commodious rooms and a chapel. In the yard he placed a complete set of physical apparatus for gymnastic exercises.

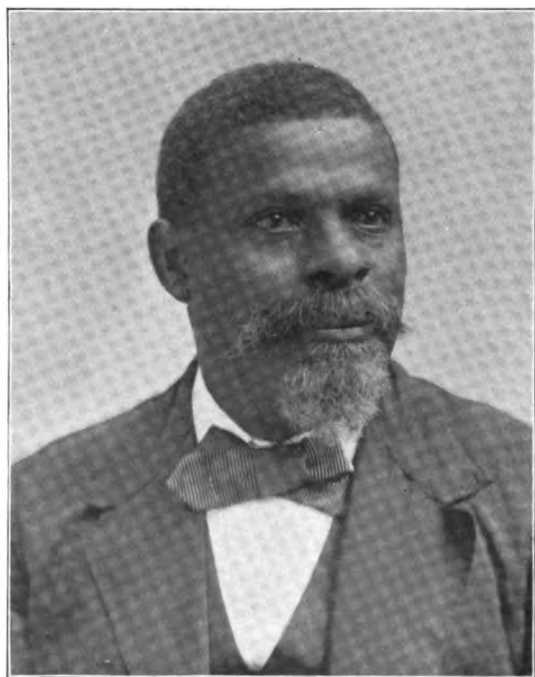
While the building and outfit were the property of Mr. Gilmore, he was assisted in the maintenance of the school by the tuition paid by some pupils, the contributions of white friends, and by the society hitherto alluded to.

No expense was spared to make this school a success. Good teachers were employed, and besides the common branches of an English course, Latin, Greek, music, and drawing were taught.

Mr. Gilmore acted as principal, doing no teaching, and for a considerable time his brother-in-law, Joseph Moore, taught the advanced classes. Pupils were prepared for college, and quite a fair proportion of them went from this school to Oberlin and such colleges as drew no color line on matriculation.

While the enrollment reached several hundred, the receipts never equaled the expenses. Under the direction of Dr. A. L. Childs and Prof. W. F. Colburn, respectively, the departments of elocution and music reached a high state of efficiency. Regularly during vacation the classes, under direction of the principal, journeyed through Ohio, New York and Canada, giving concerts





**W. H. PARHAM,**  
Superintendent of Colored Schools 1866- 1876. Prin-  
(454) cipal Gaines High School 1887-1890.

and exhibitions, the profits of which were devoted to furnishing clothing and books and otherwise assisting indigent students.

The inspiration given to colored youth for the betterment of their individual condition and the elevation of their race, by Gilmore's school, was of almost incalculable benefit to the people. From its ranks came P. B. S. Pinchback, ex-governor and U. S. senator-elect (refused admission) of Louisiana; John M. Langston, ex-dean of Howard University Law School (Washington, D. C.), also congressman from Virginia and minister to Hayti; Thomas C. Ball, the artist; Peter H. Clark, ex-principal Gaines High School; Monroe Trotter, Ex-United States recorder of deeds under President Cleveland; John I. Gaines, the Nestor of public school advocates; Dr. C. F. Buckner, M. D., of this city; Rev. Philip Tolliver, presiding elder of the A. M. E. Church; Joseph H. Perkins, the great orator of the Ohio Valley; and a host of others.

#### PUBLIC SCHOOLS.

In 1849 there was a tie in the Ohio Legislature between the Whigs and the Democrats, a handful of Free Soilers holding the balance of power. These Free Soilers made this proposition to the two parties: (a) Repeal the black laws; (b) establish free schools for colored children; (c) elect Salmon P. Chase to the United States Senate, and we will vote with you in the organization of the legislature and the distribution of State offices.

The Democrats accepted the offer, and the promised legislation was enacted. But the school and city authorities of Cincinnati held that the clause of the act which authorized colored men to elect their school directors was

unconstitutional, and therefore they refused to pay over the money necessary to maintain the schools.

Six trustees were elected, teachers appointed, and houses rented, but no money was forthcoming. Led by John I. Gaines, Wm. Benkley, Richard Phillips, Dennis Hills, Jno. Woodson, Wallace Shelton, L. C. Flewellan, and others, the colored people came together in public and resolved to raise money, employ counsel, and sue the city. The city was divided into Eastern and Western Districts, with Walnut Street as the dividing line (later changed to Vine Street); teachers were employed and salaries fixed.

After serving three months, bills were presented to the council for the teachers' pay and expenses, and, as expected, payment was refused. Flamen Ball, law partner of Salmon P. Chase, was first in charge of the case, and he at once began action by asking the court for a writ of mandamus. The proceedings were begun in 1851, but a decision was not had till early in 1852. The decision affirmed the constitutionality of the act, and required the setting aside of a pro rata share of the funds, and the placing of those funds at the command of a board elected by the colored people. The delayed salaries were ordered paid, and the schools set in working order. Peter H. Clark, one of the teachers employed for that trial term, turned over his salary of one hundred and five dollars to the fund for defraying the expense incurred in the suit against the city. At first Mr. Clark was the only teacher in the Western District, but later he was assisted by Mr. Tolbert, a white man.

For the Eastern District, Owen T. B. Nickens and Miss Mary J. Hallam were employed. Miss Hallam taught the girls in a church which stood on North Street, between Sixth and New Streets. The schools were



**FRANCIS W. JOHNSON, M. D.**

**Graduate Earlham College, 1884; Columbus,  
Ohio, Medical College, 1890; Starling  
Medical College (Post Graduate),  
1891; Assistant City Paymaster,  
Treasurer's Office, 1902.**

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therefore fully established in 1852, under their own board of six trustees (later made nine when the Walnut Hills District was added), and with their own superintendent, Stephen L. Massey, a white man. Peter H. Clark succeeded Superintendent Massey after a brief interval; W. H. Parham succeeded Mr. Clark in 1866.

In the legislative session of 1852-3 the control of the schools was taken away from the colored people and vested in the white Board of Education. Soon that body tired of the change, and consented to the re-transfer. Then they remained under the colored board until 1874, when the management was again placed in the Board of Education.

The Eastern District school house on Seventh Street, east of Broadway, was erected in 1858. By a contract made with Nicholas Longworth in February, 1858, he covenanted to build a house on condition that he be paid 6% on the value of the house and lot, which was \$12,979.49.

Five school houses composed the entire property of the colored board. Colored men could vote only for members of their board, this limited exercise of the franchise being all they had up to 1870, when Article 15 U. S. Const. was adopted. Whites did not vote for the colored board.

John Isom Gaines, after whom Gaines High School was named, was born in Cincinnati. He was for years clerk of the colored board. He died on Thanksgiving Day, November 27, 1859. The remains were first buried in the Colored American Graveyard, Avondale, and in 1884 were removed to the Colored American Graveyard at Oakley, near Madisonville, O. In 1859 the colored people of Cincinnati and vicinity erected a monument over the grave. Mr. Gaines was a remarkable man in many respects. He was engaged in supplying

provisions for steamboats, and his store on the river front, just east of Broadway, was known from Pittsburg to New Orleans. Most boats had colored stewards in those ante bellum days, and these made their purchases of Mr. Gaines, who dealt in fruits, vegetables, canned goods, etc. His home was at 415 New Street, where a daughter, Arabella E. Gaines, still resides. Mr. Gaines was a Whig and Republican sympathizer, and made speeches for the parties, although he had no right to vote. His son, Maurice Gaines, is now (1902) in London, England, manager of a theatrical troupe of which he was himself some years ago the leading song and dance artist.

The inscription on Mr. Gaines' monument is as follows :

" Erected by the colored citizens of Cincinnati, in commemoration of the invaluable services of John I. Gaines in the cause of education, and his untiring efforts to elevate his race. (*Opposite side*) John Isom Gaines. Born in Cincinnati, Nov. 6, 1821. Died Nov. 27, 1859. Aged 38 years and 21 days."

For a number of years Peter H. Clark (now in Sumner High School, St. Louis, Mo.) labored, after school hours, instructing advanced classes of young people and preparing teachers to maintain the supply demanded by the colored schools within a large radius of Cincinnati. In fact, it is safe to say that from 1859 to 1895 not a teacher in the colored schools but had been trained by him. No one realized, as he did, the pressing need of a high school for colored youth, and in 1865 he began to advocate its establishment. Always timid and apprehensive of its cost, a majority of the Board opposed the idea, but in July, 1866, the measure received a majority of one vote, and in September the school was opened under the title of Gaines High School, with the follow-

ing faculty : Peter H. Clark, principal ; L. D. Easton ; Alice V. Carter ; R. Dempker, drawing ; J. C. Christine, German ; W. Schiele, music. Four years later. June, 1870, the first class of six was graduated. The following studies comprised the curriculum of the school : Algebra, geometry, trigonometry, astronomy, higher arithmetic, book-keeping, physics, physiology, botany, chemistry, geology, history, literature, rhetoric, mensuration, Latin, German, drawing, and music. The sessions were held in the Court (near John) Street building, known at first as the Western District School, and later as the Gaines and Western School.

For more than twenty years the colored people had an abiding faith in the school and its progress. The number of young persons it was instrumental in establishing in good positions in life was its greatest recommendation to favor in their eyes, and the demand for Gaines High School students as teachers became so urgent that it was for a time difficult to hold them until graduation, so eager were parents to have them accept places.

In 1874 the colored board was abolished never to be re-established. Two years later the superintendency of colored schools, held by W. H. Parham, was abolished, and in 1887, when the Arnett law went into force, separate colored schools as a class were abolished, for the law now permitted colored children to attend schools for whites ; the inspiring influence of Gaines High School, Peter H. Clark, was removed. All the colored schools were, under rule 109, placed upon a plane of suffrance that is both humiliating and galling, alike to teachers and pupils. The result need hardly be told. Gaines High School enrollment fell, in three years, from one hundred and thirty to a beggarly five pupils, and of



course was abolished. With the exception of Douglass School and a one-roomed colony, all the others have been closed, and it is thought the time is near when there will be no separate schools for the colored children.

In 1866 Wm. H. Parham was elected superintendent of colored schools, which position he filled until 1876 when the office was abolished as related above, all colored schools passing by law under the care of superintendent, John B. Peaslee. Mr. Parham was then made principal of all the colored district schools, and in 1887 he succeeded Peter H. Clark as principal of Gaines High School, and continued there until 1890, when he resigned and entered upon the practice of law. Mr. Parham began teaching in this city in 1860. In 1863 he became principal of the Eastern District, succeeding John G. Mitchell, who resigned to become president of Wilberforce University, Xenia, O. Mr. Parham was the first colored graduate of the Cincinnati Law School (1874). He was also the first colored man to become a notary in Ohio, and he was the first colored man to be nominated for the Ohio Legislature, etc. Noted men members of the colored board were: Peter F. Fossett, who had been a slave of Thomas Jefferson; Wallace Sheldon, "father of the colored Baptists of Ohio; Col. Robert Harlan, race horse man, politician, and special agent of the Treasury under Gen. Grant; Hartwell Parham, tobacco man, father of W. H. Parham; Marshall Jones, who presented a sword and flag to Col. Wm. M. Dickson of the "Black Brigade;" Joseph C. Corbin, state school commissioner of Arkansas during reconstruction days; Robert Gordon, the coal man, the wealthiest colored man ever in Cincinnati, and father-in-law of George H. Jackson, the attorney.

The picture of John B. Peaslee shown on page 43 of

this book was photographed by A. S. Thomas, the noted colored artist, as was the picture of Peter H. Clark.

## CHAPTER LXIX.

## MEDALS AND PRIZES.

ALL medals in the schools were abolished October 3, 1901. The following letter explains their origin:

CINCINNATI, Dec. 31, 1855.

*To the Union Board of High Schools:*

In accordance with the wishes of my late father, I propose founding a mathematical prize for the Woodward High School and for the Hughes High School. I will give \$50 every year to the pupil who shall pass the best examination in mathematics in each of these respective schools, the prize so bestowed to be in money or a medal, as the Union Board may deem best, to be called "The Joseph Ray Mathematical Prize." The first award to be made at the close of the examination in July next.

Respectfully yours,

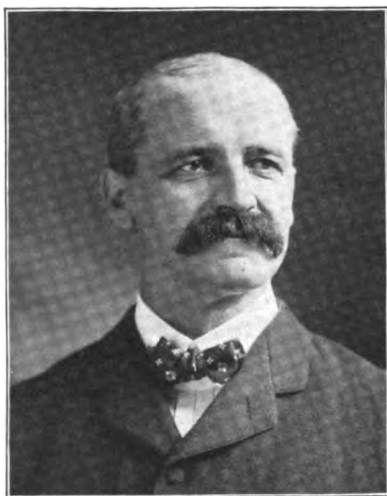
DANIEL G. RAY."

April 14, 1856, the offer was accepted, medals being chosen. An award was not made at once. Peter S. Michie, of Woodward, received the first; this was in 1857 (Mr. Michie went to West Point, and later became a professor there).

Mr. Ray's gift was changed later, two gold and two silver medals being given. These medals were ordered by the Union Board, which sent the bill to Mr. Ray for liquidation. After 1872-3 the Ray medals were given for general scholarship. In 1881 Mr. Ray died, and the "Ray" medals ceased. However, David Sinton, on April 21, 1883, offered to continue them, and the "David

Sinton" medals were thereafter given. These were also for general scholarship.

When the Walnut Hills High School was started, there were no medals for general scholarship, so Charles P. Taft, son-in-law of David Sinton, donated the necessary funds for two general scholarship medals.



D. L. RUNYAN,  
Principal of the Salmon P. Chase  
School, North Side,  
Cumminsville.

Aside from the above were the "unknown" medals for girls, medals given by teachers, graduates, and by the Alumnae Associations as well.

Harry M. Levy gave the "Jordan" medals (gold and silver) for excellence in Latin. These medals were in honor of Clara B. Jordan, teacher of Latin at Hughes, and were for Hughes pupils only.

Mrs. E. Cort Williams gave a gold medal to Walnut Hills for the best oration.

This medal was in honor of her husband's memory. The Christian Boss medal (gold) was given at the same school for excellence in German. It was in honor of Christian Boss. For several years Francis B. James gave gold medals for the best orations at Woodward.

At various times other public-spirited citizens gave



**JOHN M. WALDEN, D. D., L. L. D.,**  
**Bishop M. E. Church; Member Board of Education in 1865.**  
(463)

medals for excellence in different subjects, such as literature, science, etc. For quite a period H. H. Tatem, Rankin D. Jones, and Louis D. Marks gave the alumnal medals for Hughes.

About 1875 Timothy C. Day, ex-congressman and attorney, left by will an amount of property to the Young Men's Mercantile Library Association, in trust, the income to be applied to the distribution of tickets to the Association Library. This distribution occurs annually, children from the intermediate and high schools being beneficiaries. These tickets are now (1902) the only prizes awarded in the Cincinnati schools to individual pupils. One year John R. McLean, proprietor of the *Enquirer*, a morning daily paper in Cincinnati, gave \$300 in gold to various pupils. Gen. A. Hickenlooper, of the Cincinnati Gas & Electric Company, usually gives prizes to the cooking school, as does Mayor Fleischmann, who is president of a yeast manufacturing company.

The reasons given for the abolishing of medals are : (1) Medals engender too much hard feeling and excite unnatural competition. (2) There have been too many quarrels over the awards. (3) And most pronounced : the teachers are opposed to medals owing to the immense amount of detail required to be kept in the records, to prevent mistakes and misunderstandings.

The giving of alumnal medals started at Woodward, when a balance of the Woodward Monument Fund was turned over to the Union Board.

#### MEDALS ABOLISHED.

Medals abolished : Hughes, seven. 4 gold and 3 silver ; Woodward, four, 3 gold, 1 silver ; Walnut Hills, six, 5 gold, 1 silver ; a total of 17, 12 gold and 5 silver. The last medals were given at the commencement of June 7, 1901.

## CHAPTER LXX.

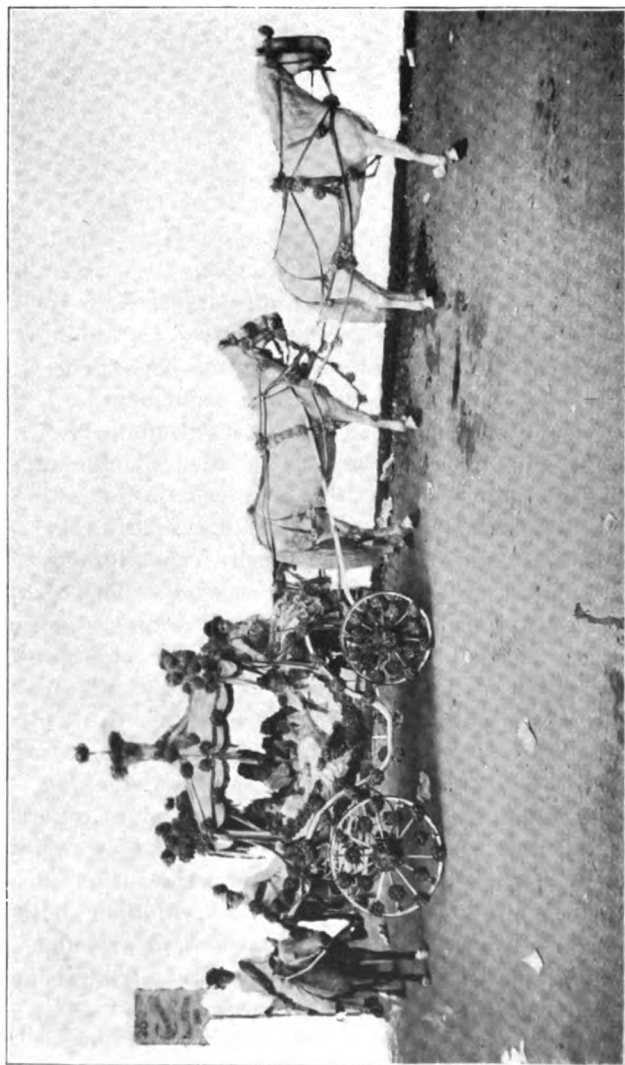
## THE FLORAL PARADES.

THE public schools participated in two floral parades : one on Friday, September 28, 1900, and the other on Monday, September 16, 1901. Both parades were great successes. The second was more striking in some respects than the first, but interest in it was not so general, probably on account of the prevailing excitement.

President McKinley had been shot at Buffalo, N. Y., Saturday, September 7th, and, as he died on the morning of the 14th following, the city was in mourning when the second Fall Festival was held. Indeed the remains of the President were in transit from Buffalo to Washington while the parade was moving. The occasion was thus a memorial. Floats and carriages gaily decorated were draped in black, making a scene never to be forgotten. Church hymns and patriotic airs took the place of the popular "ragtime" and other lively airs which had made up the musical program. The greatest respect was paid the dead President on every side.

Speaking of the first floral parade, the judges reported to the Committee on Awards: "The judges regret that they were not permitted to consider the various displays made by the public schools, which, in their judgment, were of remarkable beauty, taste, and variety of design, which made that particular feature a striking and memorable success."

The decoration of the school carriages and floats was



**TWENTY-SIXTH DISTRICT SCHOOL**

**In the Floral Parade, Friday, September 28, 1900. Carriage Decorated by The John Shillito Company.**  
(466)

done chiefly by teachers and pupils. Many schools spent as high as \$200 and \$300 for paper flowers and material, while from two to three weeks of regular school time was spent in preparation. John L. Shuff (see page 143) was chairman of the floral parade committees.



HARRY L. GORDON,

Chairman of the Night Pageant Committees, Fall Festivals  
1901-2; Appointed Lieutenant-Governor of Ohio, June  
26, 1902, to Succeed Carl L. Nippert, Resigned.

The floral parades were only part of a general series of civic demonstrations "for the honor and glory of Cincinnati." Cleveland, for years the second city in Ohio, had forged to the front, and Cincinnati business



men felt it necessary to advertise. For some years there had been no annual festival or exposition, hence the Fall Festivals of 1900 and 1901. Great crowds of visitors were attracted to the city, and both affairs were phenomenal successes. To this success no one contributed more than did the public schools by their showings in the parades and by the children's choruses at Music Hall. The order of I-Tan-Nic-Nic was organized in 1901, and Harry L. Gordon was the "Great Itan" of the occasion.

June 26, 1902, Mr. Gordon (who was a State senator) was appointed Lieutenant-Governor to succeed Carl L. Nippert (appointed to the probate judgeship). Mention should be made also of the displays of the parochial schools. These were in keeping with the rest of the displays, and assisted materially in the success of the demonstration.

## CHAPTER LXXI.

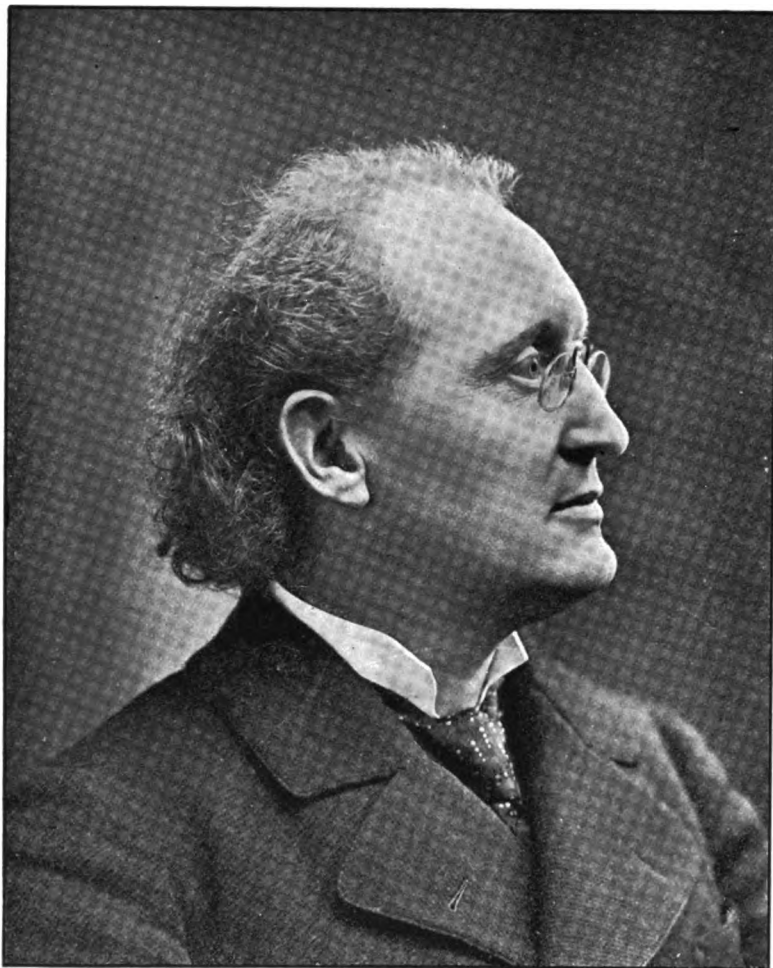
### COLLEGE OF MUSIC.

(See Page 369.)

THE COLLEGE OF MUSIC OF CINCINNATI, a national school of music and dramatic art, rests upon the May Festival scheme, as that in turn rests upon the Saengerfest of 1869.

In the summer of 1869 the North American Saengerbund, which was organized in Cincinnati in 1849, gave a festival, which was very successful.

This Saengerfest was housed in a modest but commodious structure, a mere summer shed, at the southwest corner of Elm and Fourteenth Streets, where Music Hall



**FRANK VANDER STUCKEN,**  
**Honorary Dean College of Music; Conductor Cincinnati**  
**Symphony Orchestra.**

(469)

now stands. It occurred to those of the English-speaking element that grand concerts might be given without that lavish resort to stimulants which was an offence to the more religiously-inclined people. Thus arose the far-famed May Festivals in furtherance of this view.

The first festival was held in 1873, the director being then, as ever since, the Nestor of orchestral leaders, Theodore Thomas. The first two May Festivals were given in the hollow-sounding shed, and so successful were they that it was proposed to build a solid structure, which might be an eternal monument to the glory of this city, and be a fountain head of ennobling influences to the entire nation. In May, 1878, the Music Hall was completed and dedicated with a festival which, in the matter of monetary magnificence, has never been equaled, the gross receipts being \$78,000. The success of this enterprise was largely due to the philanthropy of one prominent citizen, Reuben R. Springer. This worthy man, who had from the humblest beginnings, by patient industry and commercial instinct, amassed a fortune of \$2,000,000, offered to give half of the necessary funds for the permanent Music Hall, provided the citizens at large would contribute the other half. This generous offer was accepted by the public, and was at once acted upon. Large and small sums came rolling. The various trades unions of the city took a hand, and the money was soon raised. In the very truest and best sense, Music Hall is the temple of Cincinnati. Mr. Springer died in 1884; memorial services were held in the great hall that he had made possible.

The success of the May Festivals made the starting of the College of Music a comparatively easy matter—so easy in fact that a school was begun before there were adequate provisions for such an establishment. The col-



**MISS JENNIE MANNHEIMER,**  
**Monologue Recitals; Director of the School of Expression,**  
**College of Music.**

(471)

lege was opened October 14, 1878, in the rooms which surrounded Music Hall, and these were but poorly adapted to the purpose. The first president was Col. George Ward Nichols, and the first music director, Theodore Thomas. Each of these men was great in his way, and each filled an important place in the founding of the college, yet they did not long remain in amicable relations.

After a year and a half Mr. Thomas resigned, alleging the failure to fulfil certain expressed conditions of his removal to Cincinnati from New York. These claims were in reference to the establishment of a permanent orchestra. After his return to New York in the early spring of 1880, the college went on as before and vindicated its right to exist most thoroughly; for, despite much foolish and heated talk and many resignations, the school's prosperity continued to be so great that all cavilling was silenced.

Col. Nichols died September 18, 1885. He was a man of remarkable powers. He had marched with Sherman through Georgia, and had written the most successful book of the year concerning it. He then came West, and, having allied himself in marriage to one of the oldest families in Cincinnati, he gave himself unselfishly to the promotion of all good things in the city. He was once art critic on the *Evening Post*, the paper of William Cullen Bryant, and that poet urged him, when he was on the eve of his departure for Cincinnati, always to live for the best interests of the ideal side of life and the real good of the community in which he lived. This he most certainly did.

Mr. Peter Rudolph Neff, retired iron merchant, succeeded to the presidency, retaining the management up

to January 15, 1897, when Hon. Julius Fleischmann became president.

When the movement to establish a permanent orchestra was consummated, and Mr. Frank Vander Stucken was engaged as director, his valuable services as orchestral and choral director were added to the work of the college. The office of dean of the musical faculty was held by Mr. Vander Stucken for six years. W. S. Sterling is now dean, Vander Stucken honorary dean.

AN ELEEMOSYNARY  
INSTITUTION.

It was the ideal of both Mr. Springer and Col. Nichols, who were the joint creators of the college, that it should be a perpetual boon to the talented and ambitious youth of the whole country, and to this end it was made an eleemosynary institution, *i. e.*, an untaxable establishment like



THOMAS H. DARBY,  
Professor of Law in Y. M. C. A.  
Night Law School.

a church. Mr. Springer provided it not alone with commodious buildings, especially erected to fit its uses, but also gave it a fund of railway bonds to secure running expenses. Furthermore, the stock holders are not permitted to derive dividends. Thus the institution is

enabled to put its tuition down to a grade of modesty which would be utterly out of the question for the work of such masters as are in its faculty were it a commercial enterprise. May 1900, J. G. Schmidlapp, provided \$50,000 for the handsome dormitory just erected on Elm Street. In addition to the dormitory, are the Odeon (1,200 seating capacity) and the Lyceum, which accommodates an audience of 400.

*Board of Trustees.*

Julius Fleischmann, president.	R. H. Galbreath.
Frank B. Wiborg, vice-president.	N. Longworth.
Leopold Markbreit, secretary.	Peter Rudolph Neff.
J. G. Schmidlapp, treasurer.	I. Burnet Resor.
W. P. Deppe.	Harry M. Levy.
Larz Anderson (deceased).	C. B. Matthews.
H. S. Fechheimer.	Louis E. Voorheis.
J. A. Church (resigned).	

*Management.*

W. S. Sterling.....	Dean of the Faculty.
A. J. Gantvoort.....	Business Manager.
Wm. Howard Neff.....	Cashier and Assistant Treasurer.

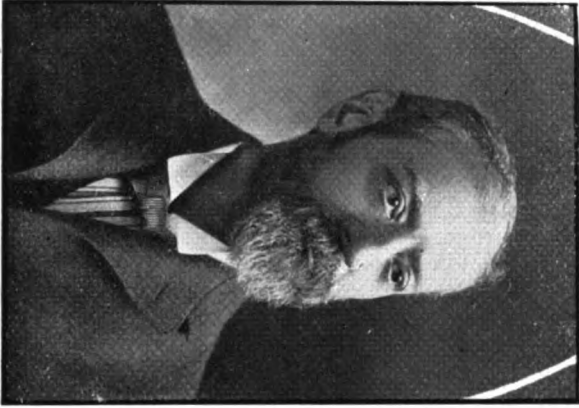
(Adapted from J. S. Van Cleve's historical sketch of the college, printed in the *Courier*.)

MUSIC HALL.

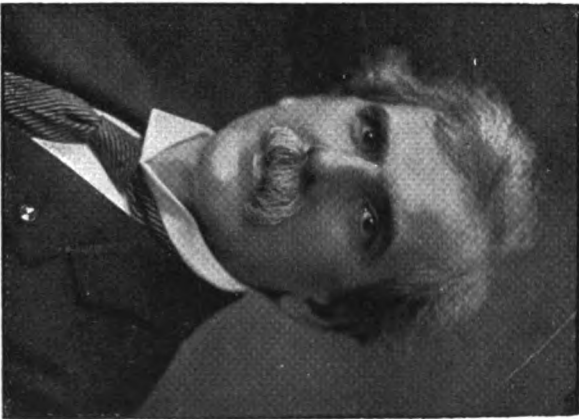
CINCINNATI, O., May 1, 1900.

*To the Stock Holders of the Cincinnati Music Hall Association.*

GENTLEMEN—Twenty-five years ago this way, Mr Reuben R. Springer, in a letter to Mr. John Shillito agreed to give towards a music hall the sum of \$125,000 provided a like amount was given by the citizens of Cincinnati for the same object. The condition for the subscription, as stated by him, was, "that the music hal



**DR. AUGUSTUS RAVOLLI,**  
Professor of Dermatology in Medical  
College of Ohio; Seventeen Years  
Resident Consul of Italy.



**COL. LEOPOLD MARKBREIT,**  
Secretary Board of Trustees, College  
of Music; President Cincinnati  
Volksbath Company. (475)



building should be capable of being used for exposition purposes, in connection with suitable buildings that may be constructed on the north and south to the limits of the lot. The suggestion came to Mr. Springer, undoubtedly, because of the great success of the Exposition of 1874, and, second, especially of the Musical Festival of 1875, held in the old Saengerfest Hall, and the desire for better accommodations for them in the future. It might be well to remind you of the amount of Mr. Springer's great liberality. His endowment of Music Hall and donations towards the buildings amounted to about \$335,000; his indirect contributions to about \$25,000 more; add to this his endowment and contributions to the College of Music, and you have a grand total of over half a million dollars given by him to foster musical and industrial art in our city.

Very respectfully submitted,

A. HOWARD HINKLE, President.

It should be borne in mind that Music Hall and the College of Music are two different corporations, each having its own board of managers, separate funds, etc. The tendency of the public is to confound the two, probably because Reuben R. Springer endowed both, and because the buildings join.

The following items are of interest :

Cost of Music Hall, \$300,962.78; cost of Exposition Wings, \$150,331.51; cost of remodeling hall, \$118,330.41; value of organ, donated by the Cincinnati Music Hall Organ Association, \$32,695.

Samuel Hannaford was architect.

April 3, 1876, the city agreed to forever keep the Music Hall property free of taxes.

#### THE ORCHESTRA ASSOCIATION.

The Cincinnati Symphony Orchestra Association in 1901-2 entered upon its eighth season. Frank Vander Stucken, of the College of Music, is conductor.

## BOARD OF DIRECTORS.

Mrs. C. R. Holmes, president; Mrs. R. A. Koehler, 1st v. p.; Mrs. Clifford Wright, 2d v. p.; Mrs. L. N. Stix, rec. sec'y; Mrs. Joseph Wilby, cor. sec'y; Miss Sarah H. Woolley, fin. sec'y; Mrs. Frank D. Jamison, treasurer; Mrs. Fred H. Alms, Miss E. L. Roedter, Mrs. Chas. P. Taft, Mrs. J. Walter Freiberg, Mrs. Frederick Eckstein, Jr., Miss Krippendorf, Miss Lunkenheimer, Mrs. L. F. Phipps.

## CHAPTER LXXII.

## THE OSCAR J. EHRGOTT VOCAL SCHOOL.

THE OSCAR J. EHRGOTT VOCAL SCHOOL, 219 W. Seventh Street, is a complete vocal school, embracing all the branches and departments of voice culture, from the rudimentary lessons to the finishing touches for the choir, oratorio, concert, and operatic stage.

The aim of director and faculty is to accomplish the best possible artistic results with a view to permanent success and preferment in the emulations of social and professional life. The trend of modern musical development is in the direction of a greater demand for dramatic action, and in this connection the Oscar Ehrgott Vocal School will meet the most exacting requirements. A special department of dramatic action and of languages has been established, where, besides the English language, German, French, and Italian are taught by competent instructors.

Mr. Ehrgott, director, is known as one of the most

successful concert and oratorio singers before the American public, and his teaching ability has grown apace until it is now recognized far and wide. Associated with him in the duties of teaching, as accompanist, is Mrs. Ehrgott, the well-known organist. Able assistants,



OSCAR J EHROGOTT.

who owe their entire musical training to Mr. Ehrgott, emphasize the unification and consistency of the curriculum.

The public school music class is of great benefit to teachers and supervisors of music. The instruction is based on the natural music course, which has been

adopted in the schools of many of the larger cities. Methods are presented and discussed suitable to all conditions of school life. Particular attention is paid to the child voice, its care, training, and development. The subject of vocal music is not only presented to the members of the class as it is taught to children, but opportunity is given pupils to take charge of the work from time to time, thus enabling them to obtain practical experience in teaching and a chance to test the methods advanced. A special course in the proper use of the voice is given for the benefit of ministers and school teachers. Members of both these professions often suffer from hoarseness and fatigue because they do not understand the scientific principles governing speech. This course is invaluable to ministers and teachers who, by reason of their calling, are obliged to put their voices to a long and severe strain.

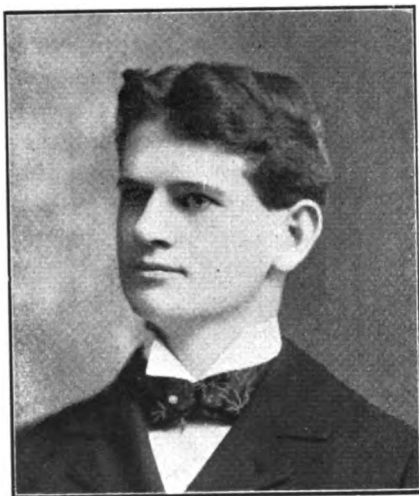
#### MISS SATTLETT'S SCHOOL.

Miss Alma Sattler's Private Day School for Girls and Boys was established by Miss Sattler in 1894. It is situated on Eden Avenue, Mt. Auburn, in one of the healthiest and highest localities on the hill, and is within easy reach of five different lines of cars.

Miss Sattler was the first to introduce adjustable furniture, vertical writing, systematic physical training, manual work (sloyd), and other innovations in conformity with scientific principles. In geography, for instance, the mode of illustration consists, in addition to the general course of instruction, of sand and clay modeling, relief maps, and the use of the magic lantern. Daily weather reports are kept by the children, while practical nature work (the growing of plants, etc.) stimulates them to closer observation.

The school consists of four departments: Kindergarten, primary, intermediate, and advanced. Boys are admitted to the primary department and kindergarten. The number of pupils is limited, the average in all departments per year being 75.

The school is conducted under the direction of Miss Sattler and a corps of twelve teachers.



FRED'K L. HOFFMANN,  
Professor of Law, Y. M. C. A.  
Night Law School.

#### THE NEUROLOGICAL SOCIETY.

The Neurological Society of Cincinnati was organized in June, 1902, to meet the first Thursday in each month. The membership includes several prominent physicians.

#### OFFICERS.

President, Dr.  
Philip Zenner.  
Secretary, Dr.  
D. I. Wolfstein.  
Treasurer, Dr.  
H. H. Hoppe.

#### THE CINCINNATI SCHOOL OF EXPRESSION.

The Cincinnati School of Expression was organized by Miss Jennie Mannheimer in the season of 1893-4, in the Y. M. C. A. Building. In 1894-5 a C. S. E. Dramatic Club was organized.

## CHAPTER LXXIII.

## CALVIN E. STOWE'S REPORT.

THE following was passed in 1836:

*“Resolved*, by the General Assembly of the State of Ohio, that C. E. Stowe, professor in one of the literary institutions of this State, be requested to collect during the progress of his contemplated tour in Europe, such facts and information as he may deem useful to the State in relation to the various systems of public instruction and education which have been adopted in the several countries through which he may pass, and make report thereof with such practical observations as he may think proper to the next General Assembly.

*“Resolved*, That His Excellency, the Governor, be requested to transmit a certified copy of the foregoing proceedings to Professor Stowe.”

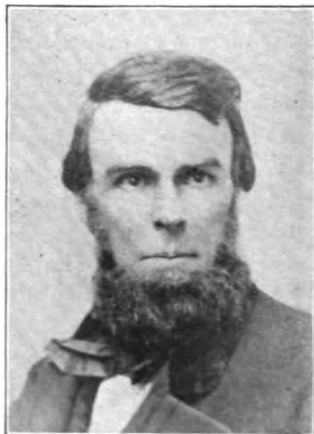
Prof. Stowe who was thus honored by the State of Ohio was at Lane Seminary. He was the husband of Harriett Beecher Stowe and son-in-law of Rev. Lyman Beecher, whose declaration, “We must educate or we must perish by our own posterity,” has been accepted as gospel by the educational world. Prof. Stowe was thus fortified by environment to undertake the task assigned him. He was a young man, only 33 years of age, highly educated and intensely enthusiastic. He writes that the above resolutions sent him by Gov. Lucas was a ready introduction and afforded him the opportunities he wanted.

“In the progress of my tour I visited England, Scot-

land, France, Prussia, and the different States of Germany, and I saw the celebrated universities of Cambridge, Oxford, Edinburg, Glasgow, Paris, Berlin, Halle, Leipsic, Heidelberg, and some others." Prof. Stowe also visited district and high schools, secured all the information he could, and on returning made his report to the 36th General Assembly, December 18, 1837.



**NATHAN GUILFORD,**  
Superintendent 1850-2.



**JOSEPH MERRILL,**  
Superintendent 1852-3.

The report was styled, "On Elementary Public Institution in Europe," and the Ohio system of education of to-day is largely based upon it. Prof. Stowe seemed especially pleased with the Prussian schools, the rigid economy, love of order, strict discipline, and the habits of neatness, etc., inculcated. He says of these: "I know of nothing that can benefit us more than the introduction of such oft-repeated lessons on carefulness and frugality into

all our educated establishments; for the contrary habits of carelessness and wastefulness, notwithstanding all the advantages we enjoy, have already done us immense mischief. Very many of our families waste and throw away nearly as much as they use, and one-third of the expenses of housekeeping might be saved by system and frugality. It is true we have such an abundance of everything that this enormous waste is not so sensibly felt as it would be in a more densely populated region, but it is not always to be so with us. The productions of our country for years past have by no means kept pace with the increase of consumption, and many an American family during the past season has felt a hard pressure where they never expected to feel one; especially should this be made a branch of female education, and studied faithfully and

perseveringly by all who are to be wives and mothers and have the care of families. "Prof. Stowe advocated strongly moral instruction, and he says that discipline does not break the spirits of the children. He advocated the use of the Bible, and, in fact, seemed to accept the Prussian system as the best in Europe. In a separate communi-



JOSUA LINDAHL, PH. D., OFF. D'AC.

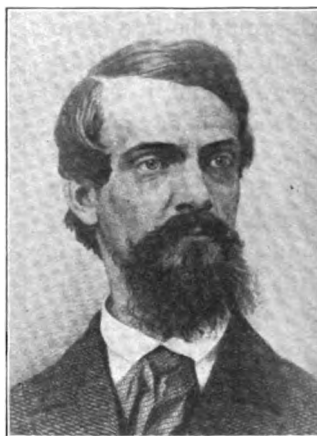
Director Cincinnati Society of  
Natural History.



cation to Gov. Lucas, made in 1838, he sends an article on the Prussian system and its applicability to the United States. This article was prepared originally for teachers, and had been read in Columbus. It attracted attention and was transmitted to the General Assembly. Brief abstracts from below will show that many of the so-called "modern" ideas on education came from Prof. Stowe's writings.



JOHN HANCOCK,  
Superintendent, 1867-74.



A. J. RICKOFF,  
Superintendent, 1854-8.

To these principles our attention will now be turned. "First, the placing of school duty in the same ground with military duty is a sound principle, and ought to be universally acted upon. By this I do not mean that our school system should be regulated by martial law, but that the same considerations of public good and of public safety which makes it every man's duty to bear his pro-

portion in the making and repairing of roads and sustaining the necessary expenses of the Government, and oblige him to give his personal services for the defense of his country when invaded, also impose upon him the obligation to educate his children.

“If a regard to the public safety makes it right for the Government to compel the citizens to do military duty when the country is invaded, the same reason authorizes the Government to provide for the education of their children, for no foes are so much to be dreaded by a republic as ignorance and vice. A man has no more right to endanger the State by throwing upon it a family of ignorant and vicious children than he has to give admission to the spies of an invading army. If he be unable to educate his children, the State should assist him; if unwilling, it should compel him. General education is a much more certain and much less expensive means of defense than military array, etc. \* \* \* Military operations at best are but a dangerous attempt to cure a disease already contracted, but general education on right principles operates as a prevention of evil. Popular education is not so much a ‘want’ as a ‘duty.’

Second, the care for the supply and support of teachers in the Prussian system is well worthy of adoption in our country. Teaching should be a profession; the wants of the country can never be adequately supplied till it is so. But how can men of competent talents venture to make teaching their profession at the present low rate of wages and uncertainty of support? [Wages then were \$15 to \$20 per month. Support seems to have been as uncertain then as it is now.—ED.] How can they engage in an occupation so laborious, and the securities of which so often bring in premature old age, and a pittance which gives them but a bare subsistence from day to day

and leaves them no provision for sickness and years of debility? [Teaching in Ohio is not a profession; pensions were granted, but are uncertain and constantly subject to attack. See subject of pensions in another part of this book.—ED.]

“Third, uniformity of language should be infused in all schools. Whatever may be the popular dialect of the



JAMES E. SHERWOOD,  
Principal of the Windsor School,  
Walnut Hills.

district, the language of the nation and the government must be taught in the schools; not, indeed, to the exclusion of the vulgar tongue, but in connection with it. If foreign emigrants who are among us chose to retain their native language among themselves, it is worse for them to do so, but let them not prevent their children learning English and becoming qualified for American citizens. Children can learn two languages as easily and as rapidly as one,

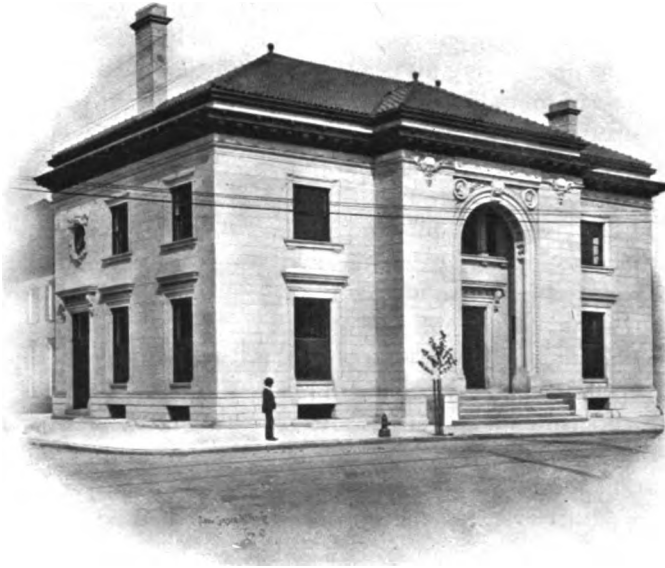
and as Charles V. said: ‘So many languages as a man learns, so many times is he a man.’

“Fourth, the Prussian regulations to secure universality and uniformity of attendance on the schools, and to secure the completion of the prescribed course of study, is worthy of universal adoption.

"Fifth, the extensive and thorough instruction required by the Prussian system ought to be required of us. It has been seen that the teachers of common schools; in addition to the elementary branches of science; are required to give instruction in music, drawing, gardening, mechanics, and the very useful arts. By this means all the talent born in the nation of every kind is called fourth and early developed, and every child has the opportunity of discovering his peculiar capabilities and making the most of himself. In this way a vast amount of talent and attainment is secured to the nation which would otherwise have been forever unknown. [If Ohio teachers had pensions and were free from political intrigues, they could carry out this plan admirably. But so long as a teacher is compelled to be his own watch-dog he cannot fully apply himself to his work. This is one of the evils of our system of schools.—ED.]

"Sixth, another failure of the Prussian system of universal utility is the constant responsibility of teachers and superintendents and their regular official reports. Nothing is ever well done without responsibility; and constant responsibility cannot be secured without regular official inquiry into the manner in which duties have been performed.

"Seventh, the religious spirit which pervades the whole of the Prussian system is greatly needed among ourselves. Without religion, and, indeed, without the religion of the Bible, there can be no efficient discipline. No such thing existed in the institutions of Greece and Rome, if we except the stern military institutions of Sparta, and it first commenced in the schools of the Christian Church. The experience of Germany and France has shown that in Christian communities school government cannot be maintained without religious in-



**CARNEGIE LIBRARY, NEWPORT, KY.**

**Opened June 25, 1902; Cost \$30,000; Gift of Andrew Carnegie;  
Werner & Adkins, Architects**

(488)

fluences, and all the experiments in our own country lead to the same result. [Prof. Stowe wrote this in 1837. In 1872 the Bible was eliminated from the public schools of this city, and to-day most Bible adherents are satisfied that the abolition was a wise move.—ED.]

“Eighth, as an improvement on the Prussian system, I would establish in all our school districts, district libraries for the use of pupils as well as teachers. [On this matter Prof. Stowe’s recommendation was almost immediately taken. The collection of sixteen of these early district libraries formed the nucleus of the present Public Library.—ED.] People value what they pay for, and it is altogether desirable that they should feel the expense of their public schools, provided their burden is not too heavy. The amount of taxation in this country is so small as to be scarcely felt, and is as nothing when compared with the taxation of every other existing government.”

## CHAPTER LXXIV.

### THE COLLEGE OF TEACHERS.

THE COLLEGE OF TEACHERS was perhaps the most important of the early educational movements in Cincinnati, as it tried to organize so as to make teaching a profession. Prominent in its organization were Albert Picket and Alex. Kinmont, and Cincinnati was the center. The college was a congress of educators, which existed for about 14 years and left 7 published volumes of its “Transactions.”

The College of Teachers grew out of an association of teachers organized in 1829, under the name “Western

Literary Institute and Board of Education." This body numbered about 20 persons, including Albert Picket, Alexander Kinnont, Caleb Kemper, C. B. McKee, C. Davenport, Thos. J. Matthews, John L. and David Talbot. Rev. Elijah Slack was the first president. Rev. Slack was president of Cincinnati College. Milo G.



L. M. HOSEA,  
Professor of Law in Y. M. C. A.  
Night Law School.

Williams was corresponding secretary. Monthly meetings for discussions were held. In June, 1830, a resolution was offered to convene teachers of the West and South in a general congress. This was done, and a convention in this city, October, 1832, was the result. The object was to promote the interests of education and to secure the

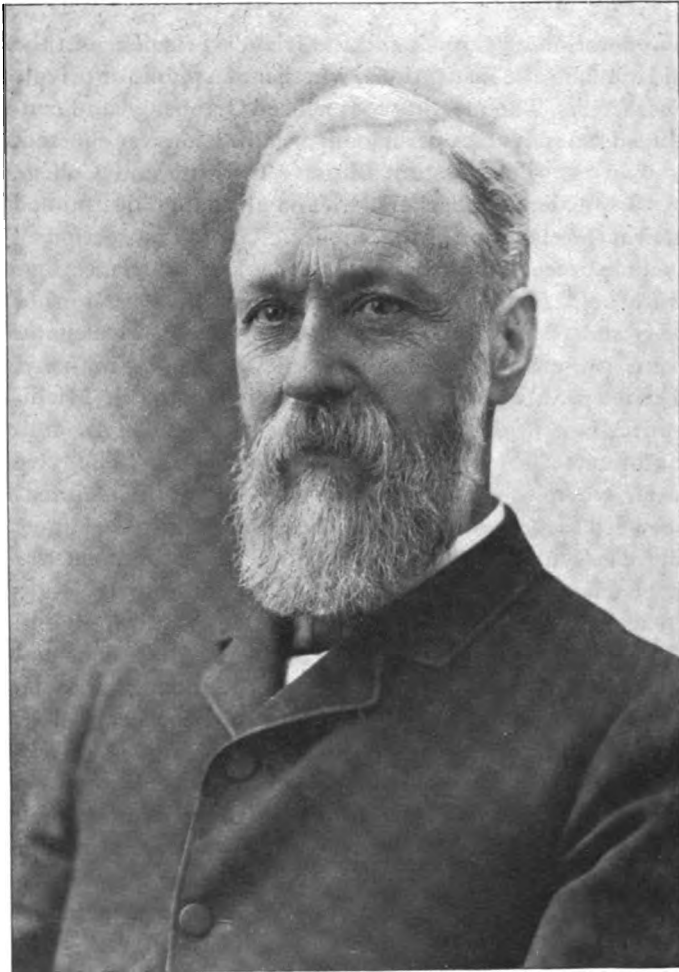
co-operation of parents and the friends of science in the aid of scholastic institutions, whether of a public or private character. The meeting commenced October 3d and continued four days. A permanent organization was effected, known as "The Western Literary Institute and College of Professional Teachers." The ultimate object aimed at was the elevation of the teacher. The "Transactions" include proceedings from 1834 to 1840. Annual meetings were held for some years after 1840. The sessions of 1843 and 1844 were held in Louisville, Ky. Delegates were present from Pennsylvania, Ohio, Kentucky, Tennessee, Virginia, Indiana, Illinois, Missouri, Michigan, Mississippi, Louisiana, Georgia, North and South Carolina, Florida, Iowa, and Wisconsin. (The two latter were then Territories.) The people of Cincinnati crowded to the sessions here. These were held in the largest churches and were models of dignity. The movement was a "Renaissance" in the history of education. It awakened general interest and formulated public opinion. Albert Picket was president of the annual sessions and opened each with a formal address. Among those who took part in the debates were: Lyman Beecher, Calvin E. Stowe, Joshua Wilson, Alexander Campbell, Archbishop Purcell, David Drake, E. D. Mansfield, Samuel Lewis, and Nathan Guilford. The College encouraged formation of adjunct societies, being in fact the mother of the present Western system of associations and institutes. It helped organize in 1841 "The Cincinnati Society for the Promotion of Useful Knowledge."

## CHAPTER LXXV.

### CINCINNATI WESLEYAN FEMALE COLLEGE.

THE organization of the Cincinnati Wesleyan Female College is thus recorded by Lucy Herron Parker in the *Alumna*, the souvenir published in 1901 by the alumnae.





**REV. WM. K. BROWN, A. M., D. D.,**  
**President of the Cincinnati Wesleyan Female**  
**College, 1882-1892.**

(402)

This city was early the literary center of the West, and its choicest talent was organized into an association called the College of Teachers, although gentlemen of all



MRS. M. MCCLELLAN BROWN, PH. D., L. L. D.,  
Vice President of the College, 1882-1892;  
Educator, Lecturer, Reformer.

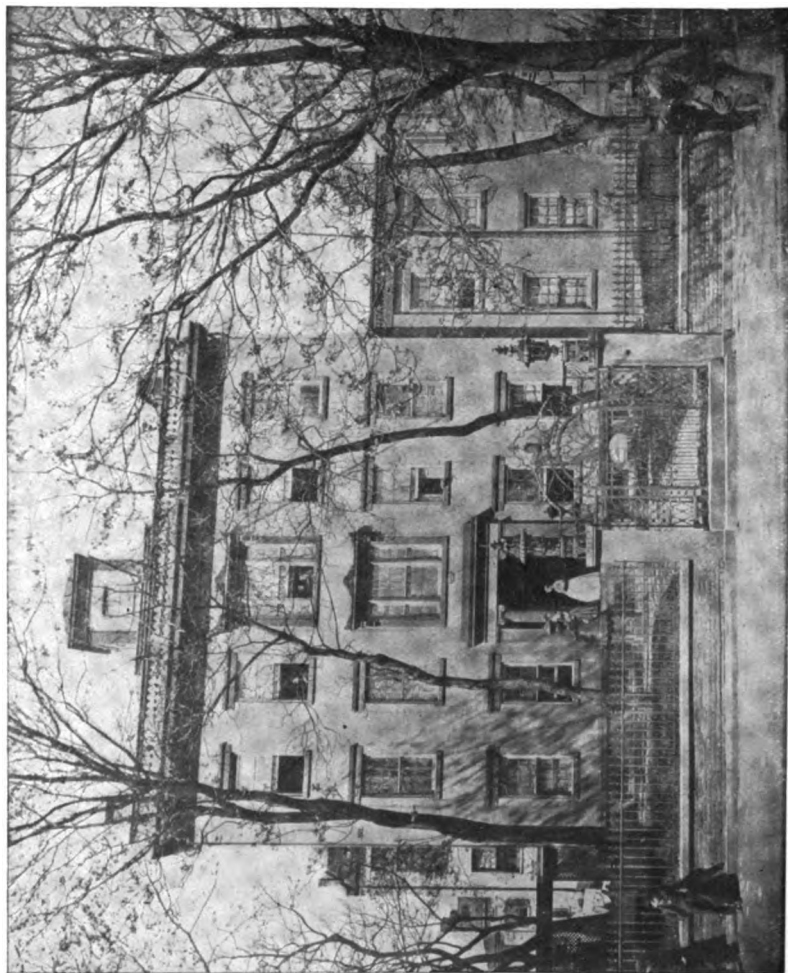
professions took an active part in its debates, addresses, and reports.

At its annual session in 1838 the subject of female education was the theme of earnest discussion. Dr. McGuffey, who was then president of the first Cincinnati

College, offered resolutions in favor of a more liberal education for women, which met with approval, but no decisive steps were taken till May 4, 1842, when Dr. Charles Elliott, then editor of the *Western Christian Advocate*, called a meeting of Methodist ministers in his office, of which Rev. L. L. Hamline (afterward bishop) was made chairman. Dr. Elliott stated the object of the meeting, which was "to consult on the expediency of taking measures to establish in this city a female collegiate institute of the highest possible grade." Resolutions were passed, and a committee appointed to report a plan. This committee met May 11th, and arranged for a public meeting in Wesley Chapel May 20th, at which time the plan reported was adopted, and a Board of Trustees organized. The action continued to be so prompt and energetic that Rev. Perlee B. Wilber was engaged, and the school opened in September of the same year (1842).

At this time the liberal education of women was largely an experiment, and so it remained for Methodists to open the college doors. The importance of this movement grows on contemplation. "No university had opened its doors to her, nor proposed a side annex for the talented and ambitious girl student. There was no Vassar, nor Wellesley, nor Smith College. Clara Barton and her Red Cross were unknown, and Florence Nightingale had not yet started to relieve the suffering soldiers. There were no Protestant sisterhoods or deaconesses with their training schools, their systematic visitation among the poor, the sick, the prisoner, and the outcast, with helpful deeds and hopeful words, diffusing warmth and comfort, causing hope to spring up, and the weak tendrils of faith to lay hold on the divine support.

"The Catholic Sisters of Charity occupied this field



CINCINNATI WESLEYAN FEMALE COLLEGE,  
Vine Street, Between Sixth and Seventh. This Building is now (with a Front Added)  
Occupied by the "Cincinnati Enquirer."

(495.)

alone—thanks to them for an example which we ought to have followed long ago. The Romish Church owes more to these Sisters than it does to infallible popes and robed priests, and upon their deeds of self-sacrifice that Church depends to make the world forget the bloody record of the Inquisition.”

For many years the college flourished in the Vine Street building now occupied by the *Enquirer* as composing rooms. The new building on Wesleyan Avenue

was opened Sept., 1868. About this time a falling off in attendance was noticed. The school was in debt, but there are reasons other than financial that might seem to account for the decline of the college as an educational necessity. In its years of greatest prosperity the roll numbered 450 to 500 pupils.



CINCINNATI WESLEYAN FEMALE  
COLLEGE,

Wesleyan Avenue (Erected 1868.), now  
the Elizabeth Gamble Deaconess Home

For reasons readily understood, after the Civil War the college never recovered its extensive Southern patronage.

Another cause was the exodus of citizens to the suburbs. The natural course of demand and supply had given rise to a high class of private suburban schools. Scarcely any suburb of the city but boasted its school for girls.

Another influence operating against the continued successful career of the college is the co-existent fact of the depletion of private resources after the war and the rise in quantity and character of the free public schools. The last quarter of a century has produced a marked change of sentiment regarding the public schools among the best class of our citizens—best in the sense of wealth and education. These schools are no longer considered for the poorer classes, who are unable to pay for the privilege of private tuition, but are looked upon as the proper training-ground of rich and poor alike.

Another cumulation of forces against which no one school could easily cope is in the fact that, in the short period of twenty years after the war, the four women's colleges which are richest in endowments and students of any in the world were founded and set in motion: Vassar in '65, Wellesley and Smith in '75, and Bryn Mawr in '85.

The college having become deeply involved by debt, in 1882, Dr. W. K. Brown raised \$70,000, which in three years was all paid; but other involvements understood to have been provided for came in, and its doors were closed October, 1892. The building was sold later at sheriff's sale, which is still contested in the courts. No debt or other obligations for conducting the college were made during the last ten years before its closing.

James N. Gamble, having bought up the old obligations, became the purchaser at sheriff's sale, and is now using the building as a deaconess training school. It was dedicated to this work Feb. 8, 1898.

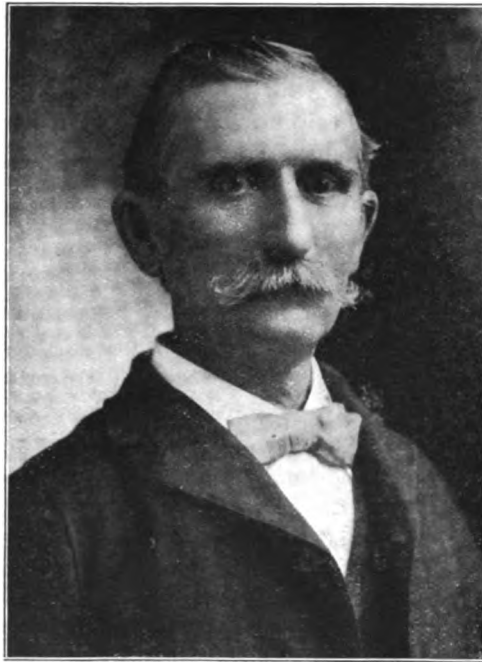
#### PRESIDENTS.

There have been seven presidents:

Rev. Perlee C. Wilber, from the first Monday in September, 1842, to June 11, 1829 (when he died).

Rev. Robert Allyn, from September 1, 1859, to June, 1864.

Rev. Richard S. Rust, September, 1864, to June, 1866 (the last to occupy the Enquirer Building).



R. C. PHILLIPS,

Member Board of Education, Carthage,  
for Sixteen Years. Beginning in 1867.  
President Most of the Time.

Rev. Lucius H. Bugbee, September, 1868, to June 10, 1875.

Rev. David H. Moore, June, 1875, to June, 1880.

CINCINNATI WESLEYAN FEMALE COLLEGE. 499

Rev. Richard H. Rust (son of R. S. Rust, preceding),  
September 22, 1880, to June 17, 1882.

Rev. William K. Brown, September, 1882, to Oct.,  
1892, when the doors closed.

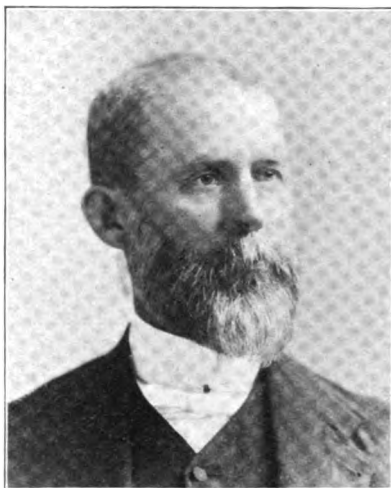
Ever since the closing the property has been subject  
to litigation and there are many who still expect to see  
the school reopen.

For the fifty years of  
its existence the Wes-  
leyan exerted a great  
influence. It was the  
first chartered college  
of collegiate degree  
for women in the Uni-  
ted States, if not in  
the world.

Mrs. Mary C. Wil-  
ber did wonderful  
work with her pen in  
behalf of opening  
higher schools for  
women. She was, in  
fact, one of the pio-  
neers.

The Alumna of the  
Wesleyan was the  
first organization in  
the world exclusively for women. Says a graduate: "The  
classic Latin tongue made no provision for a feminine  
alumnus; therefore we coined a word which accords  
with the rules of the language, and is hence correct, but,  
nevertheless, original, and which has since been adopted  
by all other colleges for women.

"In 1853 the name 'Alumnæ' was coined, and if



W. P. GAULT,

Who Retired as Principal of the  
Twelfth District in 1901.



our assertion that we are the *first* chartered college for women has been challenged, we can at least substantiate our claim to having supplied the term by which all graduates of our institutions of learning for women have since been designated."

December 30, 1852, an "alumna" of '50 was married to Rutherford B. Hayes, and so Lucy Webb Hayes became in 1877 the first lady of the land. Another alumna was Susan Evans Cunningham, whose husband gave Cunningham Hall to the University of Cincinnati.

The eldest daughter of Mrs. Katharine Clark Mullikin, '63, a pupil of Wesleyan, was one of the besieged in Pekin during the summer months of horror of 1900.

## CHAPTER LXXVI.

### THE SPANISH-AMERICAN WAR.

THE Spanish-American War was an incident that should not go unnoticed. President McKinley signed the ultimatum at 10:22, Wednesday morning, April 20, 1898, and a few minutes later a pandemonium of noise reigned in Cincinnati, and most of the schools were in confusion.

The telephone company was responsible for the speedy receipt of the news. By means of the long distance 'phone, the word was received from Washington, and then instantly every subscriber in the city was rung up and told the startling state of affairs. Factories at once began to blow whistles, as did steamboats, railroad locomotives, fire and church bells rang. In fact everybody made as much noise as possible.

The schools, not having the telephone service then, were the last to hear the news. The writer was in his school room when the noise was heard. Judging that something extraordinary had happened, he went out into the streets and learned the facts. On returning, the pupils were informed. The effect upon these was as varied as child nature. Some of the boys and girls cried, others laughed, most were defiant. All lessons were practically suspended, and the day was spent in discussing the situation. Few of the children really feared war. Most wanted it, but by degrees the gravity of the affair was made plain. In some schools women teachers fainted, and for days many teachers were so nervous they would drop books, pencils, or anything they happened to have in their hands when whistles would blow.



FRANK R. GUSWEILER,  
Practicing Attorney at Cincinnati  
Bar. Winner of First Honors  
Y. M. C. A. Law School  
Class of 1901.

War was declared by Congress on April 25th, though actual operations began the 21st. On the evening of the 20th the Spanish minister, Polo, left Washington for Canada, having been sent his passports. During the progress of the war, daily attention was given to it. On

the morning of Wednesday, February 16th, when the news came that the *Maine* had been destroyed the evening before in Havana Harbor, Cuba, nearly every school room was supplied with the morning papers. The brief accounts were read and reread. As every indication was for war, teachers seized upon this occasion to inculcate lessons in patriotism. That their efforts were successful is evinced by the enthusiasm that prevailed when the war did break out.

At Fort Thomas, across the river, was stationed the Sixth Infantry, U. S. A., and when that left for the seat of war the soldiers marched through the streets. Schools were dismissed for the day, and all the children turned out. So crowded were the streets, and so eagerly did everybody press forward, that the passing of the regiment was impeded. The soldiers pushed along as best they could. The greatest enthusiasm prevailed, and there was the best of order. The soldiers looked grave and thoughtful. There was very little levity, and the scene of actual preparation for war made a profound impression upon the people. Dewey's victory in Manila Bay, on May 1st, created the greatest enthusiasm. Thousands of the hero's pictures were secured by the children, and nearly every school-room had a large picture of him framed and hung on the wall. Dewey was voted the most popular man in the United States. Strange to say, Col. Roosevelt, now President, was hardly known to the children except as a writer of bear stories.

During the war Cincinnati furnished ten companies of the First Regiment, Ohio National Guards, under Col. C. B. Hunt. Hamilton furnished another company, and Middletown one, making twelve companies in all from this section of the State. On being mustered into actual service, the regiment became the First Ohio Infantry,



**Printing Office of W. L. Anderson, Eighth and Plum, the only Enterprise of its Kind in Ohio. The Proprietor is Shown at the Telephone. Mr. Anderson is the Only Colored Member of the International Typographical Union in Ohio.**



**W. P. DABNEY,  
Musician, Author, Editor, and Leading  
Representative of His Race (593)**

U. S. V. It saw no service except camp life at Camp Washington, Columbus, O., and at Tampa, Florida. The members of the regiment were grievously disappointed at not having an opportunity to participate in hostilities.

#### GLENDALE COLLEGE.

Glendale College, now almost entirely a boarding school for young women, was founded by Rev. John Covert, A. M., September, 1854, and named by him "The American Female College." Rev. Covert had just left the Ohio Female College, at College Hall.

In April, 1856, the school was transferred to Rev. J. G. Monfort, D.D., Rev. S. S. Potter, and Rev. L. D. Potter. They changed the name to "Glendale Female College," and Rev. Monfort became president.

Rev. S. S. Potter left in 1860, and Rev. J. G. Monfort (senior editor of the *Herald and Presbyter*), in 1866, sold his interest to Dr. L. D. Potter, who became president and served until his death, September 27, 1900.

President Potter aimed to carry out the plans formulated with those who began with him, and his thoroughness as an educator, his justice as a disciplinarian, influenced every pupil, giving cause for thankfulness that Glendale College had been the school of her choice. Miss R. J. DeVore, who assumed the presidency July 1, 1901, was graduated from this college. She was a member of its faculty for four years. She has had a large experience as a teacher. (Dean of Oxford College, Oxford, O., 5 years, and president of Pennsylvania College for Women, Pittsburg, Pa., 6 years.)

The college buildings are all well suited for a school. The grounds comprise about fourteen acres, and contain, besides the main building and chapel, two other build-



DR. LOUIS A. CORNISH,  
Practicing Physician; a Graduate  
of Howard University,  
Washington, D C  
(1903)



SAMUEL J. LEWIS,  
President of the Colored Board of Edu-  
cation When it was Abolished in 1874.  
Deputy City Auditor, 1902.

ings, with lawn and about seven acres of garden pasture for cows, etc., being an ideal country home. Although nonsectarian, this school has always been strongly Presbyterian. Rev. Monfort is still living (1902), aged 91.

THE CINCINNATI COLLEGE OF MEDICINE AND SURGERY.

The Cincinnati College of Medicine and Surgery was incorporated March 25, 1851, by Stanley Mathews, O. M. Spencer, Peter Outcalt, and others. The first faculty was composed of Dr. A. H. Baker (really the founder), Dr. D. S. Lawson, Dr. Edwin Meade, Dr. C. W. Wright, Dr. James Graham, Dr. J. Sidney Skinner, and R. A. Spencer. April 13, 1852, a woman was admitted to the college, although a resolution adopted held that "females are to a greater or less degree incapacitated for the practice of medicine and surgery."

January 22, 1859, Dr. Thad. A. Reamy was appointed a lecturer. The college in 1876 became a charter member of the American Medical Association. In 1895 the school became co-educational. Connected with the school have been Daniel Vaughn, C. G. Comegys, Max Thorner, P. S. Conner, W. W. Dawson, John H. Tate, Charles A. L. Reed, president of the American Medical Association (Dr. Reed was a graduate); George W. Harper, president of the Board of Trustees, etc.

Under date of August 7, 1902 appeared in the daily press this item:

"After a half century existence the Cincinnati College of Medicine and Surgery has ceased to be. At a meeting held at the office of Dr. T. V. Fitzpatrick yesterday afternoon the conclusion was reached that to continue the college under the present adverse conditions would not be feasible. The decision to suspend was hastened by the fact that the arrangements made by the



**GEORGE W. HAYS,**  
**Crier U. S. Circuit and District Courts Since 1871;**  
**Member of the 75th Ohio General Assembly. (507)**



college faculty and the Cincinnati College of Pharmacy, by which the latter's building on West Court Street could be used in common, could not be consummated to the satisfaction of all parties. But that which of all gave the death blow to one of the most famous medical colleges of its day is the stringency of the State laws governing students. Owing to the exacting provisions, the attendance at the Ohio and Miami Colleges has fallen off and the Cincinnati College, which aimed to give poor students an opportunity for the study of medicine, suffered most of all. Its faculty was composed of some of the most eminent physicians in the city, and was equal to that of any college in the State. For a long time, when the inevitable could be foreseen, these gentlemen, from personal pride, kept the college alive with their own private means. Even now some of them believe that, when the present laws are modified, the institution they helped to rear and foster will be re-established."

The college has had several locations. The first habitation was at Longworth and Central Avenue, then next in the old Maxwell School Building on George Street, and for the last 10 years in the Kaufmann residence, 1625 Vine Street, above Liberty.

Dr. T. V. Fitzpatrick was dean at the time of suspension, having served in that capacity for many years. Dr. W. E. Lewis, now of the Miami, was for years secretary.

#### PULTE MEDICAL COLLEGE AND HOSPITAL.

The Pulte Medical College and Hospital (co-educational), Seventh and Mound, is the only homeopathic school in this city. It was organized in 1872, and was named after Dr. Joseph Pulte, who left quite a sum of money for it, most of which was lost in litigation. In 1902 the college added a story to its already commodious quarters, making four stories now occupied. In July, 1901, the building came near being entirely de-



**HOFMAN SCHOOL CARRIAGE**

**In the Floral Parade of Monday, September 16, 1901. H. L. Senger and John A. Heizer on Horseback.**  
(99)

stroyed by fire. Dr. J. D. Buck, dean. Dr. Thomas M. Stewart, secretary.

MISS BUTLER'S SCHOOL FOR GIRLS.

Miss Butler's School, now in its eleventh year, is located at 724 Oak Street, Walnut Hills, in a building specially designed for its use. The regular course embraces the primary, intermediate, and collegiate departments, each under a corps of able teachers. The school is fully equipped in all branches for carrying on modern, progressive educational work in accordance with the highest standards.

CHAPTER LXXVII.

CHRISTINE G. SULLIVAN. A. M., PH. D.

C. T. Webber.

TO write of those who by their life labors have sought to connect their fellow-men with the best and purest that nature holds, is always a pleasure, particularly when we have had the good fortune to know them. The subject of this sketch, the late Miss Christine G. Sullivan, was surely one of these. As woman and teacher, her influence was always inspiring and uplifting.

Her chosen life-work was the teaching of art to the masses. In this field she attained the highest distinction in the educational world. Her preference for this work declared itself early, and her preparation was commenced while she was still a child. From her tenth year she received instruction in modeling, painting, mechanical drawing, and decorative design, and after her appoint-

ment to the drawing department in 1874 she spent her leisure for several years in the studio of Jacquier, an able French sculptor then resident in Cincinnati, and her summer vacations in Boston, painting under Fuller. In



CHRISTINE G. SULLIVAN,

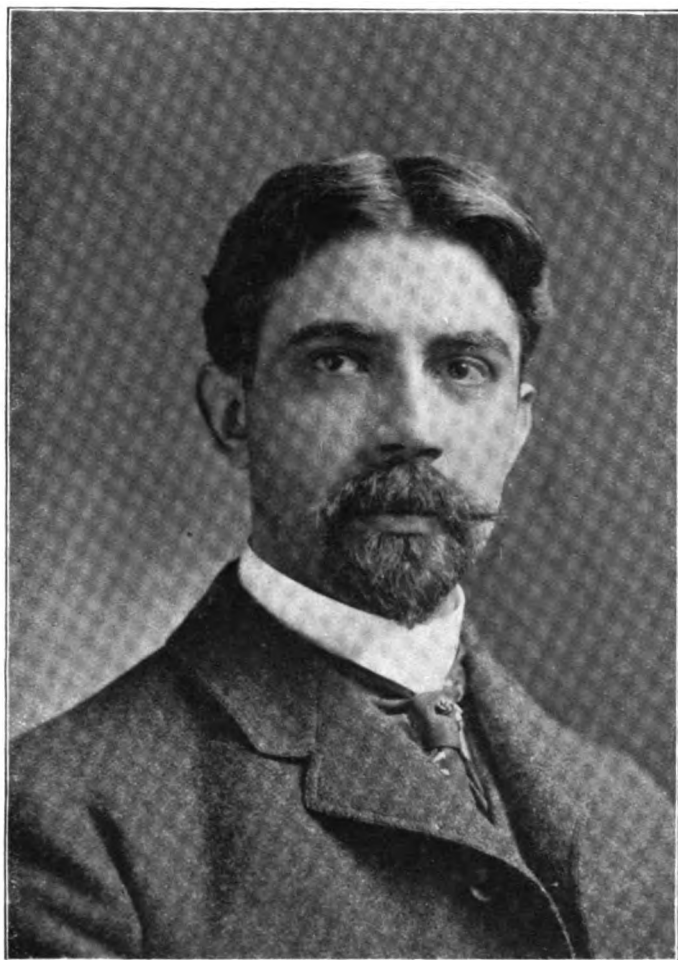
Superintendent of Drawing from October, 1884,  
to September, 1899.

1879 she was appointed assistant superintendent, and in 1884 superintendent of drawing. This position she filled most successful for fifteen years, bringing the drawing of the Cincinnati schools into national prominence.

With a constantly growing idea of the scope of her work, she labored diligently to perfect herself in every branch that bears upon her specialty. She studied psychology, pedagogy, history and philosophy of art, and the natural sciences under the best masters of our college summer schools. The influence of this study may be traced in the national methods that characterized all her teaching. While still in the early twenties, she became an authority on art teaching, her services being greatly in demand, both as lecturer and writer.

In 1882 she published her first work, "Elements of Perspective." In 1884 she completed the "Eclectic System of Drawing,—Freehand and Mechanical." The success of this work was immediate, it being adopted not only for the Cincinnati schools, but also for the schools of several other leading cities. Through the exhibits of Cincinnati work at our national exhibitions, at which our schools always received the highest awards, it soon found its way abroad. An elaborate display of the Cincinnati school children's drawing, showing the unfolding of the Eclectic System, holds a conspicuous position in the Permanent Pedagogical Museum of Paris, France. "Elements of Mechanical Drawing," published in 1890, "High School Manual and Normal School Manual" published in 1892, completed the list of her works on art education.

That her methods were intelligently planned is attested by the marvelous results, as shown in the exhibits of the Cincinnati pupils' work in various cities throughout our own country and abroad; by the high appreciation in which some of the greatest artists, such, for instance, as Augustus St. Gaudens, have held her work and influence; as well as by the distinction attained in painting and architecture by several who went far in their



**W. P. DEPPE,**  
**Trustee of the College of Music, Assistant General Passenger**  
**Agent of the Big Four Railroad. (513)**

[33]

career under the influence of her teaching and inspiration. While a profound reverence for art in its greatest phases was constantly inculcated, and is still a prominent object on the part of the talented teachers, once her pupils, whom she has left in the schools, the form of art which is adaptable to ordinary utility, ornament, and illustration, was an important feature of her system. Out of that teaching have come many of our best mechanics, decorators, and designers. I know a silversmith who can design and mould a better vase, knife, or spoon; a carpenter who can build a better house; a blacksmith who can fashion a shoe with a better curve and bevel to fit the horse's foot; all on account of the fine training obtained in the public schools, under the advanced methods of Miss Sullivan. One of the most interesting features of her work was the private classes in which she gave free instruction in industrial art to boys and girls who expected to enter the trades before completing their school course. How many are now in advanced positions in the industrial world who owe their success to this help—that best help, which never lowers the self-respect of the recipient—the help that enables one to help himself!

She cared more for the betterment of the cause in which she was enlisted than for the gratification of any selfish vanity or desire for gain. For this reason she had not the opportunity to express herself in painting and sculpture that her talents deserved. However, she found time to execute some exquisite paintings and bas-reliefs. These were invariably donated to benevolent enterprises. Since her death, a committee, composed of her former pupils, have collected several of her bas-reliefs, including portraits of prominent American authors and ideal heads, and, in response to requests, intend to place reproductions in several prominent educational institutions.

As a result of her collegiate studies and her original work in the cause of education, she received in 1890 the degree of A. M., and two years later that of Ph. D. She was made Associate Commissioner of Education of the Cincinnati Expositions of 1886 and 1888. In recognition of her services in creating an instructive and attractive department, she was presented by the commissioners with a handsome testimonial, executed by Grafton. From the Board of Lady Managers of the World's Fair she received a diploma of honorable mention as an educator and designer. The Art Department of the Atlanta Exposition, besides giving an award to the public school exhibit, gave Miss Sullivan a medal of the highest degree, in recognition of the educational value of her system of art education. Her work in the National Educational Association, of which she was an active member since 1884, was recognized by her election to the presidency of the Art Department for the years 1893 and 1894. Her paper, read before this body in the latter year, urging the claims of art in popular education brought her fresh laurels, being copied widely in the educational journals throughout the country.



DR. S. B. MARVIN,

Member Board of Education since  
October, 1899; Also of Union  
Board of High Schools since  
October, 1901.



Her devotion to her profession found further expression in a desire to better, both intellectually and materially, the condition of her fellow teachers. To this end she was an active worker in the founding of the various teachers' clubs and the establishment of the Teachers' Annuity and Aid Association. To the advancement of the latter, she gave so generously of her time and talents, and was so successful in raising funds and in popularizing the project, that we may say she was virtually its



GEORGE F. SANDS,  
Principal of the Third  
Intermediate School.

founder. In the words of the tribute offered by this society after her death, "No greater monument will ever be reared to her memory than this association, which gives teachers an opportunity to be mutually helpful. Her unceasing toil makes it possible for us to say, 'She hath labored, and we enter into her labors. She doth rest, and her works do follow her.'"

Teacher, artist, poet, it needed not that beautiful re-construction of "Cinderella," with its musical verse, its magnificent restoration of the Greek chorus, its exquisite groupings and color composition, to stamp her as a poet of high order; for poems of exquisite beauty of thought and cadence had already come from her busy pen. Prose of commanding merit, both in story and essay, she gave the world. Her last work, written when the tools of labor were falling from her hands, was a call, through the columns of the *Commercial Tribune*, to the little children to learn to appreciate and love all helpless things, particularly the beautiful birds.

But her extraordinary labors became at last too heavy for even her magnificent physique. For years she had ignored the warning of her physician. She felt herself needed in the many worthy causes for which she was laboring, and her sympathetic spirit would not permit her to withdraw the helping hand. A derangement of the action of the heart was the first symptom of acute disease. "Over-

work" was the physician's verdict, and "perfect rest" was ordered. But she had never rested. Even during the vacations her busy pen and pencil were ever active in the cause of her life's aim: the perfection of the methods of education—that goal towards which all true educators are striving. When at last she succumbed, complications had developed that defied the physician's skill. Even when confined

to her bed, she still handed out her blessings of help. Almost the last time I saw her alive, she gave me a letter to mail that was to procure a position for a man who was in great need. She thought not of herself; the struggling man or the dependent woman must have her sympathy and help to the last.



EARL C. TRISLER,  
Assistant Principal Third Inter-  
mediate School.

The end came September 1, 1899. No, not the end, for the uplifting influence of her thought and work is a growing force. "She lived the life that never dies." The widespread grief for her death found expression in tributes from all the educational bodies with which she was connected, and in a project to place her bust in marble in the Cincinnati Art Museum as a memorial of her work and character. The fund was rapidly raised, the list of subscribers including members of the National Educational Association, the Ohio Teachers' Association, the teaching body of the city, former pupils and citizens who appreciated her services to the city. The bust, now nearly completed, will soon be put in place.

She refused flattering offers for her libretto of "Cinderella," which under her management realized handsome sums for the Teachers' Annuity and Childrens' Carnival Funds. It was her wish that it should not be sold, but used only for the realizing of money for the relief of the poor children of Cincinnati. Also, it was her wish that a large per cent. from the sale of her other literary works, including two librettos and several short stories, be devoted to the same cause. These works are in course of preparation for publication, and her literary executors will carry out her benevolent intentions.

## CHAPTER LXXVIII.

### THE NATIONAL EDUCATIONAL ASSOCIATION.

THE NATIONAL EDUCATIONAL ASSOCIATION was organized in the "Athæneum" Building, Philadelphia, Pa., August 26, 1857, as "The National Teachers' Association."

The first annual meeting was held in Cincinnati on the "second Wednesday of August, 1858." A. J. Rickoff was chairman of the local committee. Only five members attended the Cincinnati meeting, which was welcomed by a "very large audience, who were then and have always been in blissful ignorance of the small representation of actual members." However, seventy-five new members joined the first day. Horace Mann read one of the papers. The election of officers resulted of course in a Cincinnati man, Superintendent A. J. Rickoff, being made president, and the second annual meeting was at Washington, D. C.



MAXIMILIAN BRAAM,  
Principal of the McKinley School.

The present name was assumed in 1870 at the annual meeting in Cleveland, O., when a combination was made with "The American Normal Association" (organized in 1864) and "The National Superintendents' Association" (organized in 1865). The constitution was amended, allowing various departments to organize. Up to 1870 all topics were discussed before the whole body.

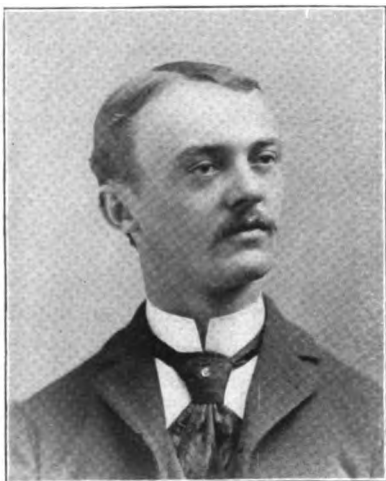
In 1870 "The Department of Higher Instruction" and "The Department of Primary or Elementary In-

struction" were organized. In 1875 the "Industrial Department" was started. In 1880 "The National Council of Education" was added. In 1884 Thomas W. Bicknell, of Massachusetts, was president of the Madison (Wis.) meeting, which was such a success that the N. E. A. is "forever assured against financial embarrassment."

In 1884 three departments were added, viz. : "Froebel

or Kindergarten," the "Art," and "Music." In 1885 the "Department of Secondary Education" was added.

Additional departments are : Business, Child Study, Physical Training, Science, School Administration, Library, Deaf, Blind, etc., Indian Instruction.



WILLIAM KAEFER,  
Principal of the Linwood School.

In 1902 Cincinnati was represented by these officers : Ex. Com. Nat. Counsel, R. G. Boone ; Prest. Secondary Education

Dept., J. Remsen Bishop ; Prest. Music Dept., A. J. Gantvoort.

February 24, 1886, the N. E. A. was incorporated at Washington, D. C. Since 1870 the proceedings have been printed in a bound volume. The department of superintendents is scheduled to meet in this city, February 24-27, of next year.

## THE NATIONAL EDUCATIONAL ASSOCIATION. 521

Meeting places of the N. E. A. have been as follows :

- |  |                             |
|--|-----------------------------|
| 1857, Philadelphia, Pa. (organization).                                  |                             |
| 1859, Cincinnati, O. (first annual meeting).                             |                             |
| 1860, Washington, D. C.  | 1861-62, no sessions.       |
| 1863, Chicago, Ill.  | 1864, Ogdensburg, N. Y.     |
| 1865, Harrisburg, Pa.  | 1866, Indianapolis, Ind.    |
| 1867, no session.  | 1868, Nashville, Tenn.      |
| 1869, Trenton, N. J.   | 1870, Cleveland, O.         |
| 1871, St. Louis, Mo.   | 1872, Boston, Mass.         |
| 1873, Elmira, N. Y.  | 1874, Detroit, Mich.        |
| 1875, Minneapolis, Minn.   | 1876, Baltimore, Md.        |
| 1877, Louisville, Ky.  | 1878, no session.           |
| 1879, Philadelphia, Pa.  | 1880, Chautauqua, N. Y.     |
| 1881, Atlanta, Ga.   | 1882, Saratoga Sprs., N. Y. |
| 1883, Saratoga Sprs., N. Y.  | 1884, Madison, Wis.         |
| 1885, Saratoga Sprs., N. Y.  | 1886, Topeka, Kan.          |
| 1887, Chicago, Ill.  | 1888, San Francisco, Cal.   |
| 1889, Nashville, Tenn.   | 1890, St. Paul, Minn.       |
| 1891, Toronto, Ontario.  | 1892, Saratoga Sprs., N. Y. |
| 1893, Chicago, Ill. (International Congress of Education, Worlds' Fair.) | 1894, Asbury Park, N. J.    |
| 1895, Denver, Col.   | 1896, Buffalo, N. Y.        |
| 1897, Milwaukee, Wis.  | 1898, Washington, D. C.     |
| 1899, Los Angeles, Cal.  | 1900, Charleston, S. C.     |
| 1901, Detroit, Mich.   | 1902, Minneapolis, Minn.    |

### THE TELEPHONE.

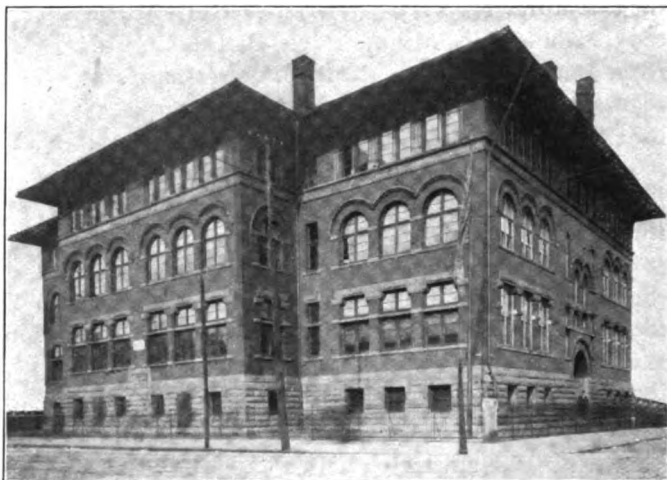
November 15, 1900, the Board of Education was notified by Captain George N. Stone, president and general manager of the City and Suburban Telephone Association, that the public schools would be provided with free telephones. The offer was accepted, and each of the 52 buildings was equipped before the end of the year.

As service is unlimited, this means a bona fide gift to the schools of over \$5,000 per annum.

## PUBLIC SCHOOL STATISTICS.

(From report of 1901-2.)

No. of school houses .....	52
No. of school rooms (about) .....	886
No. of school teachers (male) .....	153
No. of school teachers (female) .....	795
Total school teachers .....	948



TENTH DISTRICT SCHOOL HOUSE,

Elm and Canal; Erected 1889; Cost of Building \$78,100, Lot \$62,500; 18 Rooms; Seats 1,080 Pupils; H. H. Raschig, Principal; H. W. Albers, Trustee.

Enrollment, all schools .....	44,458
No. of seats .....	41,348
Average daily attendance .....	34,979
Average daily attendance (high) .....	2,000
Total daily attendance .....	36,979

# PUBLIC SCHOOL STATISTICS.

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Population of city (1900) .....	325,000
Children of school age (6 to 21) .....	128,177
Children in parochial and private schools .....	25,354

## Average monthly salary.

Special teachers in music, 10.....	\$150
“ “ “ writing, 5.....	120
“ “ “ drawing, 5 .....	85
“ “ “ physical training, 5.....	98

	Min.	Max.
Teachers' salaries, in district schools.. .....	\$400	\$700
“ “ “ intermediate schools.....		800
“ “ “ high schools.....	900	1,200
Principals' “ “ district (full).....	1,600	1,900
“ “ “ intermediate school.. .....	1,700	2,100
“ “ “ district school (small). .....	1,300	

Value of houses, grounds, furniture apparatus, libraries etc .....	\$4,300,000
Total salaries paid.. .....	807,318
Total expenditures (1901-2) .....	1,184,701
Night schools.....	9
Nights in session.....	72
Teachers (male), 30; (female).....	32
Average attendance.....	1,451

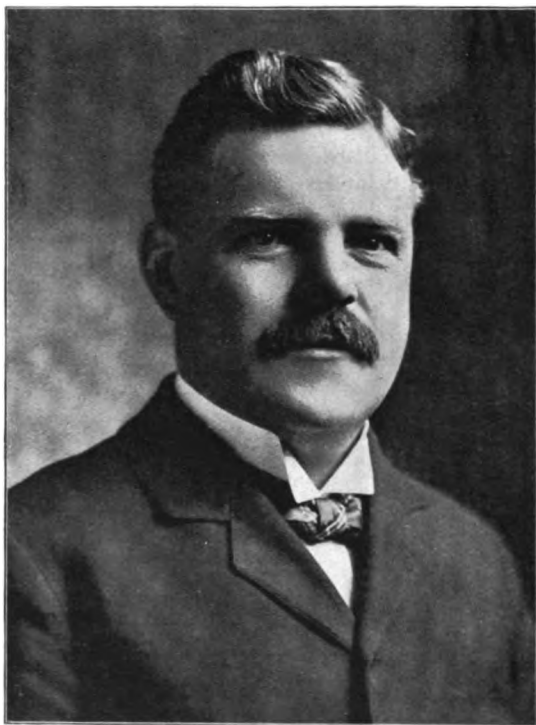
## THE CINCINNATI COLLEGE OF EMBALMING.

The Cincinnati College of Embalming (the oldest institution of its kind in the world) was established March 13, 1882, with C. M. Lukens, M. D., principal; J. H. Clark, lecturer and demonstrator; and C. M. Epply, assistant demonstrator. At the end of the first year Mr. Epply resigned, and C. M. Lukens and J. H. Clark conducted the college in a successful manner for many years

In October, 1901, it was decided to establish a permanent college, with continuous sessions, where the sub-



jects of embalming, sanitation, and disinfection could be taught in a thorough and exhaustive manner. This venture proved so successful that the faculty found they were



**WILLIAM A. HOPKINS,**

**Ex-Member Board of Education; Superintendent  
Branch Libraries, Public Library.**

compelled to seek larger quarters in order to accommodate the ever-increasing number of students.

After careful examination of numerous buildings, one at Sixth and Park was selected. This building has

been refinished throughout, and neither labor or expense has been spared in making it a perfect institution. Lecture, class, study, demonstrating, toilet, and bath rooms and offices have been handsomely furnished. Nothing but the latest and most modern appliances are used in teaching the art.

Instructors: J. H. Clark, bacteriology, sanitation, disinfection, antiseptic chemistry, demonstrator. Joseph Freiberg, specific treatments of diseases, funeral etiquette, the conduct of an undertaking establishment in general, demonstrator. H. R. Leffel, general and visceral anatomy, physiology, hygiene. C. H. Clark, secretary. B. O. M. DeBeck, book-keeper.

## CHAPTER LXXIX.

### EARLY CHRONICLES.

THE precise location of the first school house in Cincinnati cannot be given except in general terms; that it was near Fort Washington. Some say a room in the fort was the first school house. At any rate, the presence of Indians caused the school to be located where it could be watched.

Tradition says Congress and Lawrence was the first site; also that a school house stood just back of 312 Broadway (the Natural History Society Building); still another report says on Main Street, near the Public Landing. Judge Burnet says: "On the north side of Fourth Street, opposite where St. Paul's Church now stands, there stood a frame school house, enclosed but unfinished,

in which the children of the village were instructed." This latter statement is authentic, the school house being near the spot now occupied by the First Presbyterian Church, Fourth and Main. The church originally faced Main Street, and school was held in it until a building



H. H. FICK, ASSISTANT SUPERINTENDENT OF  
PUBLIC SCHOOLS.

was erected (1794) a few rods west and facing Fourth Street.

The First Presbyterian Church established a school in 1792, in charge of Caleb Kemper, at the foot of Sycamore Street, which was removed to the church on Fourth and Main.

John Riley opened a school at Columbia, Latin being

one of the studies, which he carried on for several years. After the great flood, the settlers at Columbia removed to Cincinnati, where a school had been opened in 1792.

E. D. Mansfield says he attended a school (1811) opposite the House of Refuge, and one day, after a spell-



**M. F. ANDREW, ASSISTANT SUPERINTENDENT  
OF PUBLIC SCHOOLS.**

ing match, the teacher marched the pupils to a tavern and treated them to a cherry bounce.

March, 1800, Robert Stubbs, "Philom," opened a school in Newport, Ky., and in Columbia, this city, is reported the school kept by John Riley, etc. Oliver C. B. Stewart opened a school in the year 1811, as

did James White. Edward Hannagan had a school in the fort. In 1805 it is said an aged couple named Carpenter kept a boarding school in a single-roomed log cabin, fifteen feet square. This was in Sedamsville.

Henry B. Fearon, an English teacher, in 1817 writes of Cincinnati :

“ The school house (Lancastrian Institute), when the whole plan is completed, will be a fine and extensive structure. In the first apartment on the ground floor the Lancastrian plan is already in successful operation. I counted 150 scholars, among whom were children of the most respectable persons in the town, or, to use an American phrase, ‘ of the first standing.’ This school house is like most establishments in the country, a joint stock concern. The terms for education in the Lancastrian department are : to shareholders, 11 shillings and 3 pence per quarter ; others, 13 shillings and 6 pence. There are in the same building 3 other departments (not Lancastrian) : two for instruction in history, geography, and the classics, and the superior department for teaching languages. Males and females are taught in the same room, but sit on opposite sides. The terms for the historical, etc., departments are : to shareholders, 22 shillings and 6 pence a quarter ; others, 27 shillings. There were present 21 males and 19 females. In the department of languages, the charge is to shareholders 36 shillings per quarter, others 45 shillings. Teachers are paid a yearly salary by the company. These men are, I believe, New Englanders, as are the schoolmasters in the Western country generally. I also visited a poor half-starved civil schoolmaster. He has two miserable rooms, for which he pays 22 shillings and 6 pence per month. The number of scholars, both male and female, is 28 ; terms for all branches, 13 shillings and 6 pence per quar-



**R. FROOME MORRIS,**  
Hughes, '89; Amherst, '93; Cincinnati Law School, '97.



**HARRY M. HOFFHEIMER,**  
Hughes, '86; Harvard [Special]; Cincinnati Law School, '89.



**LOUIS B. SAWYER,**  
Wyoming (O.) High School, '91; Cincinnati Law School, '95.

Prosecuting Attorney Harry M. Hoffheimer and his Assistants.

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ter. He complains of great difficulty in getting paid, and also of the untameable insubordination of his scholars. The superintendent of the Lancastrian School informs me that they could not attempt to put into practice the greater part of the punishment (see page 265) as directed by the founder of the system."

Harriet Martineau visited Cincinnati in 1835. Writing later she says :

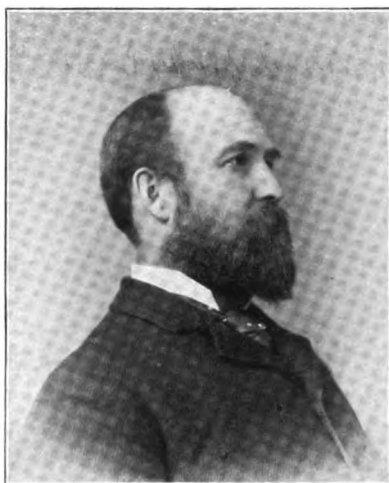
"The morning of the 19th (probably August) shown brightly down on the festival of the day. It was the anniversary of the opening of the common schools. Some of the schools passed our windows in processions, their banners dressed with garlands, and the children gay with flowers and ribbons. A lady who was with me remarked : ' This is our populace.' The children were neatly and tastefully dressed. I never saw such graceful children as the little boys of America, at least in their summer dress ; they are slight, active, and free ; several were barefooted, etc. We set out for the church as soon as the procession had passed, and arrived before the doors were opened. A platform had been erected below the pulpit, and on it were seated the mayor and principal gentlemen of the city. The two thousand children then filed in. The report was read, and proved satisfactory. Several boys gave specimens of elocution, which were highly amusing, etc. Many prizes of books were distributed, and an address from the pulpit was given, etc."

#### NOTES.

"The first proprietor of the site of Cincinnati was John Cleves Symmes ; at the time he made the purchase of a million of acres, between the Miamies, a member of

Congress. At an earlier period of his life he had been a teacher."—*Schools of Cincinnati*, by John P. Foote (1855).

"The college (Cincinnati) is tolerably built, but is not likely to be well attended until better regulations are established. I was present at a lecture and was shocked at the want of decorum exhibited by the students, who sat down in their plaids and cloaks, and were constantly spitting tobacco juice about the room."—Note of an English traveler, 1823.



Feb. 12, 1800.  
"A good schoolmaster wanted on the Great Miami. One with a family will be preferred."—Advertisement.

March 18, 1800.  
"An academy, etc., the elementary studies at \$8 per annum; the higher branches at one pound, 267 cents per quarter."—Advertisement.

DR. GILES S. MITCHELL,

Member Board of Education from  
July 5, 1898, to April 9, 1900.

Dec. 27, 1800. "Those gentlemen and ladies who feel disposed to patronize a SINGING SCHOOL will please to convene at the court house to-morrow night, as it is



proposed to have singing. They will please bring their books with them."—Advertisement.

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"Levi McLean advertises his singing school, \$1 for thirteen nights, or \$2 per quarter; subscribers to find their own wood and candles."—1801.

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"NOTICE · The public in general, and my former subscribers in particular, are respectfully informed that I propose to commence school again on the 1st day of January, 1805. I shall teach reading, writing, arithmetic, and English grammar indiscriminately, for \$2 per quarter."—Advertisement, 1804.

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In 1825-6-7, and longer, E. P. Langdon maintained a free reading room on Third Street, in the rear of the post office; newspapers, magazines, etc., were kept on file.

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"In the years 1810-11-12, I recollect only three or four small schools. A Mr. Thomas H. Wright kept one in the second story of a frame building on the southwest corner of Main and Sixth Streets. John Hilton had his school on the east side of Main, between Fifth and Sixth Streets, over a cabinet maker's shop. David Cathcart, on the West side of walnut Street near Fourth. The scholars at each school probably averaged about forty."—S. S. L'Hommedieu.

#### CINCINNATI UNIVERSITY.

"In the year 1806 a school association was formed in this place, and in 1807 it was incorporated. Its endowments were not exactly correspondent to its elevated title, consisting only of moderate contributions; and an application was made to the Legislature for permission

to raise money by a lottery, which was granted. A scheme was formed, and a great part of the tickets sold. They have, however, not been drawn, and but little of the money they brought refunded. On Sunday, 28th of May, 1809, the school house erected by the corporation was blown down, since which it has become extinct." "Drake's Picture of Cincinnati," 1815.

In 1829 L. C. Levin had a school at the southeast corner of Sixth and Vine, near where the Hulbert Building now stands. This school house, or one right near it, was the first building erected on that land. W. P. Hulbert, who afterwards owned this land, was a pupil there. The entrance to the school house was on Sixth Street, "and the floor was constructed like that of a theater, rising from the south end to the north."



CHARLES J. BROOKS,  
Principal of the Avondale School.

Wm. Wing founded the school and built the house. He died, and his son Edward continued the institution. When the public school system opened, George Graham (see page 40) rented this building for the Second Ward school. Mr. Graham, writing of his times (he was ex-

aminer), says: "The schools were not popular, the word 'common' being distasteful to many."

#### THE FIRST BEQUEST FOR EDUCATION.

In 1818 John Kidd, a wealthy baker, bequeathed \$1,000 per annum for the "Education of poor children and youth of Cincinnati." The rents came from Kidd's store property at the southwest corner of Main and Front Streets. In 1819 the fund was paid to the Cincinnati College, and between October, 1819, and October, 1825, the sum of \$6,000 was received, and from 75 to 100 children educated upon the Lancastrian plan. For the succeeding two and a half years, 375 children were educated on the money, tuition having been reduced. In 1825 an adverse claim against the property was made, the rent was enjoined, and finally the land reverted and the city lost the bequest. This bequest is the first on record for Cincinnati.

### CHAPTER LXXIX.

#### OHIO CONSERVATORY OF MUSIC.

THE Ohio Conservatory of Music is one of the great musical institutions of Cincinnati. Its location, its buildings, its facilities, its faculty, and its management, under the direction of Mr. Chas. A. Graninger, furnishes a cumulative proof of its pre-eminence. It was organized several years ago as the Auditorium School of Music, by Chas. A. Graninger, the present musical director, and its success from the beginning was so substantial and wholesome that it soon outgrew the dimensions of its house, and new quarters had to be sought for its expand



OHIO CONSERVATORY OF MUSIC, FOURTH AND LAWRENCE.

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ing growth. The opportunity came in the selection of the present magnificent conservatory at the corner of Fourth and Lawrence Streets, in September, 1902, which was furnished with all the most modern improvements, including a new steam-heating plant, at a cost of nearly \$10,000. A beautiful new recital hall was fitted up for the benefit of the students. Freshly painted inside and out, and handsomely decorated, the Ohio Conservatory of Music buildings present an entirely new appearance, and it would be difficult to find anywhere else a house for the music students quite so inviting and so favorable in its surroundings to the congenial and serious progress of the music student. Situated in one of the oldest and most aristocratic portions of the eastern part of the city, there is an abundance of fresh



DR. H. W. ALBERS,

Member of the Board of Education  
Since April, 1891.

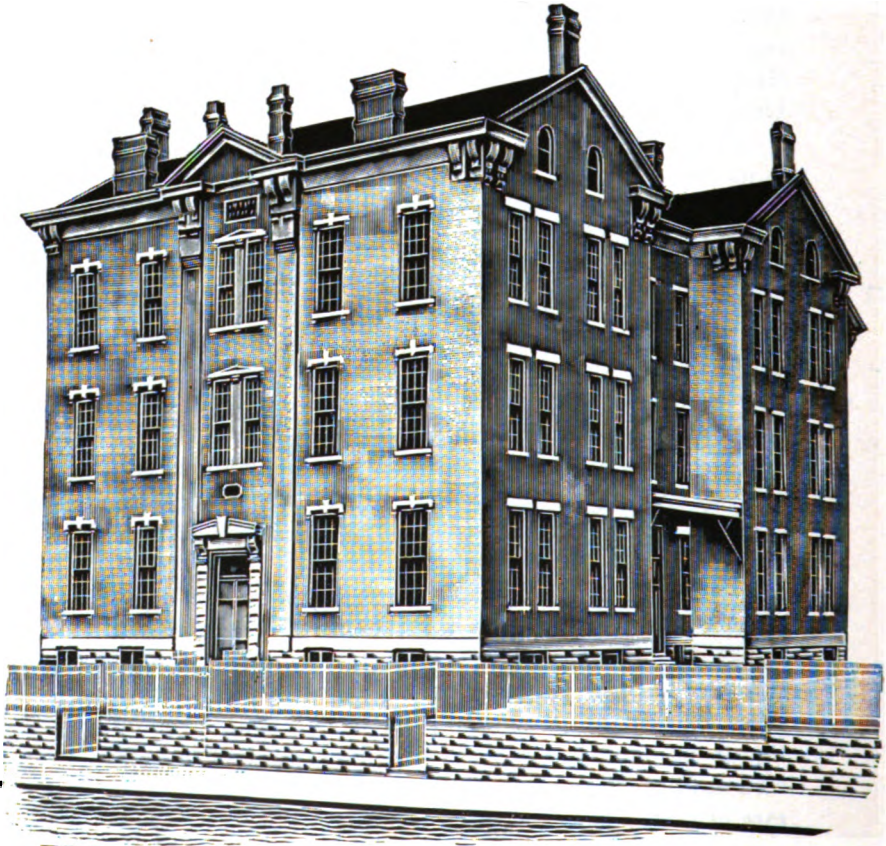
air and delightful breezes are wafted from *la belle riviere*. The Ohio Conservatory of Music is breathing the purest and best of atmospheres, free from all contaminating influences, where quiet and peace at all times reign supreme. Such a place is particularly inviting to the hun-

dreds of students who come from abroad to seek and find the best musical education within its walls. To them the conservatory is a substitute for home, as far as this can be done by home comforts and home influences under the personal care and direct attention of Mrs. Chas. Graninger.

The Ohio Conservatory of Music was founded on the basis that American music schools can be made to reach as high a standard of excellence in all their departments as the great conservatories of Europe, and it has been the aim of the conservatory to realize this ideal in the art-life of its American students.

The Ohio Conservatory presents to the student all the departments of music besides those branches of study with which the subject of music may be affiliated, such as languages, elocution, and dramatic art. In all these departments and branches the aim has been to furnish only such teachers as enjoyed a reputation of acknowledged authority and tested success in the art and science of teaching.

Certificates and diplomas are awarded at the close of each academic year to those students who have passed satisfactory examinations for these distinctions. A high standard has been set for these examinations, so that those who secure the coveted prize have reason to know that it was not an easy honor, but the reward of attainment and proficiency, that means a place in the musical race of the world.



**TWENTY-THIRD DISTRICT SCHOOL,**

**Vine Street, Corryville; Erected, 1878-85; 15 Rooms; Seats 912 Pupils;  
Louis M. Schiel, Principal; F. H. Ballman, Trustee.**

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## CHAPTER LXXX.

## INSTITUTIONS NOW CLOSED.

**P**REPARATORY School for Boys, conducted by Eugene F. Bliss (see page 385).

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Brooks Classical School (see page 385).

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Herron's Seminary for Boys, founded 1845 by Joseph Herron, once a teacher in the public schools, and a member of the Board of Education. Mr. Herron died March 26, 1863. The seminary was on Seventh Street, between Vine and Walnut, and occupied its own building.

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Cincinnati Adelphi Seminary (very early); Thomas H. Guinan, principal.

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Cincinnati Academy, John L. Talbott (early).

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Milo G. Williams' Private School (early), advocated manual training. Mr. Williams later founded the Academic and Manual Labor Institute at Dayton, O., one of the first technical schools in the West.

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Elizabeth Haven Appleton's Private School, established 1855, and continued to 1875, was patronized by the elite of the city.



Institute of Science and Languages, established 1830 by Prof. O. M. Mitchell, the noted astronomist, soldier, etc.

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Harding's Female Seminary, south side Fifth, between Vine and Race. Was once so prosperous that it was considered a permanent institution. Mr. Harding, however, became superintendent of public schools. He once taught in the Cincinnati College.

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GEORGE H. JACKSON,  
Practicing Attorney; Ex-Teacher  
and Ex-Member of the Ohio  
Legislature.

The Cincinnati Female Seminary, Seventh and Mound, was conducted by T. Burrows, and later by Rev. George W. Maxwell, D. D.; ultimately sold to Pulte Medical College.

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St. John's College; Dr. Colton, principal, later Charles Matthews, of old Woodward College.

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English and Classical School, established in 1859, at Ninth and Elm, by Andrew J. Rickoff, after he retired from the superintendency of the public schools.

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Dodd Classical High School, Rev. T. J. Dodd, principal, started in 1886, for boys.

Professor W. M. Eisele's School, started in 1885.

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In 1802 a girl's school was started by a Miss William, who advertised that she "intended opening a school in the house of M. Newman, saddler, for young ladies, on the following terms: reading, \$2.50; reading and sewing, \$3; reading, sewing, and writing, \$3.50 per quarter."

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Female Boarding School, kept on Broadway, between Market and Columbia (old names), by the Misses Bailey (1827).

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McKee's Classical Academy, on Third Street, near the post office. Rev. C. B. McKee, principal, 1827.

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The Eclectic Academy of Music was organized the spring of 1834 and chartered in 1835. Its object was "to promote knowledge and correct taste in music; especially such as are adapted to moral and religious purposes." It was in existence in 1841, when it had about 100 members, a library, and an orchestra of 24 pieces; Jacob Burnet, president.

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Mrs. Lloyd's Seminary for girls (1851).

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R. & H. H. Young's School for Boys (1851). A high school on Plum, between Seventh and Eighth.

---

Cincinnati Female Seminary, established in 1843 by Miss M. Coxe. Prosperous in 1851. M. Coxe and J. C. Zochos, principals. In 1851 seminary removed to Dayton, O., as part of the Cooper Female Institute.

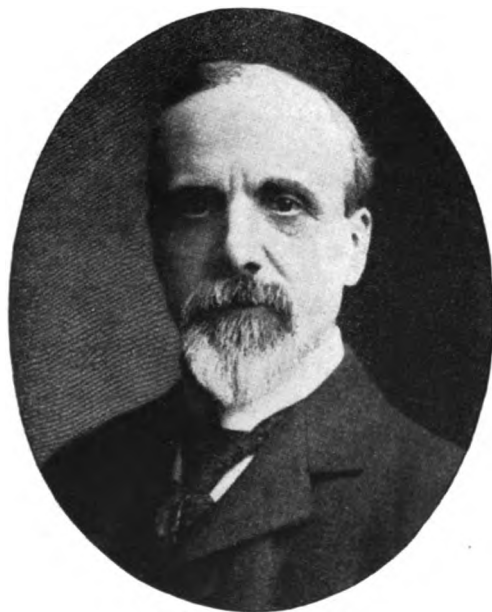
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Locke's Female Academy, organized in 1823 by Dr. John Locke, flourishing for some years, and was patronized by the best families. It was located on Walnut

Street, between Third and Fourth. Gold medals were awarded for prizes.

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Picket's Cincinnati Female School, organized about 1825 by Albert Picket, Sr. Rooms in the Cincinnati



CHAS. H. STEPHENS,

Member Union Board of High Schools Since  
November 18, 1867; Served also on  
the Board of Education.

College Building. In 1830 his school awarded eleven gold medals. Author of "American School Class Books," a series on the common branches.

Kinmont's Academy of Classics and Mathematics was started about 1827 by Alexander Kinmont, a noted Scotchman of great independence. It was on Race, between Fifth and Longworth. Kinmont declined a professorship in Cincinnati College, at \$2,000 per year (a remarkable salary for those days), in this language: "Your college will be under the control of a faculty. I wish to be not directed by a faculty or by trustees. Think of my being told how to teach school by a set of professional donkeys."

---

Western Female Institute, founded about 1833 by Catherine Beecher and her sister Harriett, later Mrs. Stowe. The author of "Uncle Tom's Cabin" was for years teacher in this private school. Miss Mary Dutton, of Hartford, Conn., succeeded the Misses Beecher, whose school was located on the site afterwards occupied by St. John's Hospital.

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Mrs. Caroline Lee Hentz, who conducted a private school in the 30's, was the author of several novels. The school was a fashionable one, on Third, near Broadway. Prof. Hentz, the husband, assisted.

---

Gooch's Female Seminary was established in the thirties, in Avondale, then quite a distance out of town. It was a polite school of learning. Mr. Gooch tried chicken raising on a large scale, but failed. His tall, brick chicken yards are still (1902) remembered by some of the oldest inhabitants.

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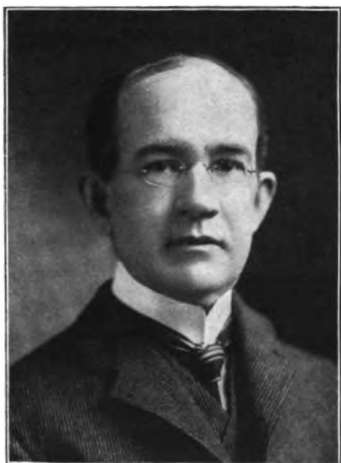
Bartholomew English and Classical School was established September 21, 1875, by Mr. and Mrs. Geo. K. Bartholomew. For years it was located at Third and Lawrence (see page 431).

Cincinnati Business College, Miami Building; principal, C. W. McGee. Suspended about 1895, on the death of Mr. McGee

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OHIO FEMALE COLLEGE.

The corner-stone of the Ohio Female College, College Hill, was laid September 21, 1848, and the school opened in the fall of



Wm. L. Dickson,  
Lecturer on Medical Jurisprudence  
Eclectic Medical Institute.

1849. By 1851 it was so successful that a State charter was secured. The patronage was extensive, especially from the South. Rev. John Covert was the first president, and really the founder. After the war, the school declined, and James C. C. Hollinshade, a wealthy citizen, bought it, determined to make it a great institution, but the enterprise failed, and in 1874 the doors were closed.

In 1875 the property was sold to the Cincinnati Sanitarium, which has occupied it for the twenty-seven years that have elapsed. In 1893 the main building was destroyed by fire, but it has been rebuilt.

---

Miss Nourse's English and French Family and Day School, Walnut Hills, was located at 804 Gilbert Ave. (old number). Closed in 1902.

Miss Armstrong's School for Girls, established 1875 by Sarah J. Armstrong, a teacher in the Normal School of Oswego, N. Y., opened at 180 Elm (old number), then removed to the Reakert homestead, Mt. Auburn, in 1877. In 1888 removed to the H. F. West residence, Reading Road and Linden Avenue, Avondale. The school suspended in 1901.

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The Cincinnati Society for the Promotion of Useful Knowledge was organized about 1840 as The Educational Society of Hamilton County, and its sole object was to promote the interests of education. Lyman Beecher addressed its first meeting. It failed for lack of funds.

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#### THE WESTERN MUSEUM.

June 10, 1820, The Western Museum was opened at Main and Second. Natural history specimens were preserved, and lectures delivered. The museum records the ownership of an organ. John J. Audubon was one of the curators. The records speak of Mr. Audubon's interesting collection of animals, fishes, etc. The museum finally merged into the Western Academy of Natural Sciences (organized 1835, incorporated 1838), which, in turn (see page 347), came under the management of its successor, the Cincinnati Society of Natural History.

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Mrs. Ryland's School for Girls was established about 1820.

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In the directory of 1831 are the following academies: Academy of Medicine, Center (Opera Place), near Race; A. Treusdell's; Picket's, Fourth and Walnut; Kinmont's, Race, between Fifth and Center;

McKee's; Nixon's Logierian Musical, Fourth and Main; Findley's Classical; Nash's Musical, Fifth, between Main and Sycamore.

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CHICKERING CLASSICAL AND SCIENTIFIC INSTITUTE.

Chickering Institute was opened September 3, 1855, as a "select school for boys," in the hall of the



J. B. CHICKERING.

George Street engine house, between Central Ave. and Plum. Josiah Boutelle Chickering, a man of great energy, was the principal. In 1859 a lot on George Street, between John and Smith, was secured, and a two-story brick building was erected and occupied until June, 1886, when the school closed. Mr. Chickering died December 5, 1881, and on February 6th of

the year following the school was purchased by W. H. Venable, who conducted it until it closed. Over 250 students were graduated, and among these were mostly the sons of prominent people. Special attention was paid to the classics, and to preparing young men for college. Mr. Chickering was one of the most stalwart educators the city has ever had, and the name of his school is as famous to-day as it was when the founder was at its head. Through the kindness of Mr. P. J.

Cadwalader, the portrait of Mr. Chickering is here reproduced. Miles Greenwood, the iron manufacturer, was Mr. Chickering's patron, and under his auspices a school was first started, on a small scale, in Avondale.



BENJAMIN H. COX,  
Member Board of Education, 1875.

RELIGIOUS.

May, 1850, The Cincinnati Theological Seminary (old school Presbyterians) was organized, with two professors and twelve students. No building was ever



erected, the professors lecturing in their churches, one of which was the Central Presbyterian, on Fifth Street, near Smith. The students "boarded around," and no general plan was carried out. The school ceased in 1856. It was intended to oppose Lane Seminary, but could not. The old school Presbyterians supported it. Rev. Rice, Rev. Hoge, and Rev. Lord were the promoters. There were several graduates.

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THE FAIRMOUNT BAPTIST THEOLOGICAL SEMINARY.

Baptists of the Mississippi Valley early determined to establish a seminary in or near Cincinnati. In 1833 they organized the Western Baptist Education Society, and in 1835 incorporated it. In 1845 the Western Baptist Theological Institute was opened in Covington, Ky., but abandoned when the pro-slavery element captured the organization.

June 22, 1848, a new seminary was proposed, and in July 178 acres of land in Fairmount were purchased. This tract faced Mill Creek, and was a fine location. Thirty acres were set aside for the seminary, and Rev. O. N. Sage was made financial agent. \$50,000 was voted to carry out the plans. June 10, 1851, the corner-stone of a four-story Gothic structure of brick was laid. The school opened October 27, 1853, and received the Covington Library (the Covington building is now used as a Roman Catholic hospital). From all reports the seminary closed in 1857 after a struggle of four years. The lots were subdivided and sold. The seminary building was sold by the sheriff to pay debts. It was bought by a German, and for years, until destroyed by fire, was conducted as a shooting park and beer garden. The fine library was transferred to Denison University, Gran-

ville, O. The seminary failed because the land bought did not increase in value as fast as expected.

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The Protestant University of the United States was incorporated in 1845, to locate "in or near Cincinnati." The school was not to be sectarian, "good moral character" being the only requisite for entrance. The "whole Protestant world," so it is said, was interested in the university, but nothing came of the matter. Up to 1859, according to Cist nothing had been accomplished. There seems to be no record of the ending.

MEDICAL.

Cincinnati Medical College; started 1834; merged into Medical College of Ohio, 1846.

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The Physio Medical College, formerly the Cincinnati Literary and Scientific Institute; organized in 1836; graduated classes up to about 1880; once located in Madam Trollope's Bazaar.

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Botanico Medical College of Ohio; chartered 1838; extinct 1880; once located in Trollope's Bazaar.



JABEZ M. WATERS,  
President Board of Education,  
July 4, 1871, to July 2, 1872.

Eclectic College of Medicine; started 1856; merged into Eclectic Medical Institute in 1859.

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Physio Medical Institute; organized 1859; became extinct in 1885; located at northwest corner of Seventh and Cutter.

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American Eclectic Medical College of Ohio. There have been two of this name. The first was founded (apparently) in 1852 by Prof. L. E. Jones, and existed for about four years, when it seems to have merged into the Eclectic Medical Institute. The second was organized in 1883, and existed to 1896.

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Medical University of Ohio; incorporated in 1883.

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Ohio College of Obstetrics, Medicine, and Midwifery; chartered under Ohio laws in 1889.

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Hygeia Medical College; organized 1893; graduated a class in 1895; Dr. G. C. Kolb, secretary; once located at northeast corner of Seventh and Plum.

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The Eclectic College of Medicine was chartered December 22, 1856. In December, 1859, it merged with the Eclectic Medical Institute. J. R. Buchanan was dean.

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American Eclectic Medical College of Ohio; existed about 1879-82.

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Physio-Eclectic Medical College; organized 1876; changed name in 1879 to American Eclectic Medical College.

## CHAPTER LXXXI.

## MISCELLANEOUS.

On the death of Gustavus H. Wald, dean of the Cincinnati Law School, June 28, 1902, Harlan Cleveland (Ex-U. S. Dist. Attorney, 1894-1898), who had been connected with the law school as a professor since 1897, was elected to the vacancy. He served only until a successor could be found; that was from July 2d until September 10, 1902, when William P. Rogers was elected.

Mr. Rogers is a native of Indiana. For ten years he practiced his profession at Bloomington, Ind., and for an equal period he was professor of law in the Indiana State University, at Bloomington, the last six years serving as dean. Mr. Rogers graduated at the Indiana State University, and was given the degrees of A. B. and L. L. B. He also attended the Columbia Law School, New York. He took charge of the deanship here on October 1, 1902, and assumed the work formerly done by Mr. Wald.

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THE Y. M. C. A.

The Young Men's Christian Association was formally organized November 6, 1865. In order to attract members, a drawing class was started the first season. Next came a vocal music class, but no attempt was made to carry out the plans now followed until 1898, when The McDonald Educational Institute of the Y. M. C. A. was started.

Alexander McDonald was president at the time, and was instrumental in launching the various departments. Classes are held in the evening, and the attendance is large, the enrollment for 1901 being 423. Good instructors are employed, and the range of subjects given is quite extensive, the object being to have practical work for persons employed in the daytime. A list



JOHN D. DEWITT,  
Practicing Attorney; One of the  
First Graduates of the Y. M.  
C. A. Night Law School.

of the students shows that most are employed. Several persons who have attended this school have attained considerable success, and, from an educational standpoint, it is doubtful if any other school in the city is doing more good work than the Y. M. C. A. David Sinton is considered the founder (see page 345). The membership (1902) is 1,556.

Here are the studies of 1901-2: Algebra, American history, architectural drawing, arithmetic, banjo, Bible, book-keeping, carpentry, chemistry, Cincinnati, composition, debate, electricity, English grammar, freehand drawing, French, geometry, German, guitar, hygiene and physiology and first aid, Latin, law, mandolin, mechanical drawing,

orchestra, penmanship, public speaking, reading, shorthand, show card writing, Spanish, spelling, typewriting, and vocal music.

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Thomas W. Harvey says: "The first association of teachers for mutual improvement in the State of Ohio was organized in Cincinnati in 1822. It was probably the second of the kind in the United States."

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O. T. R. C.

The Ohio Teachers' Reading Circle was organized at Chatauqua, July 3, 1883, by Mrs. Delia Lathrop Williams, of Delaware, O. (see page 358).

The seventh annual meeting of the Ohio State Teachers' Association convened in Cincinnati in Greenwood Hall, Ohio Mechanics' Institute (1855).



DR. P. S. CONNER,

Dean of the Medical College  
of Ohio.

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PRINCIPALS' ASSOCIATION.

The Principals' Association officers (1902-3) are: Pres., D. L. Runyan; V. P., W. C. Washburn; Secy., E. M. Sawyer; Treas., J. H. Locke; Cor. Secy., Virginia A. Osborn.

The following people, active in business and professional life, have in their youth attended night schools : Gen. Andrew Hickenlooper, Supt. W. H. Morgan, Judge F. S. Spiegel, Attorney J. Chandler Harper, J. M. Robinson, Dr. E. S. Betty, Dr. W. H. Rothert, Reuben Levi and Jacob Ottenheimer (composing the firm of Levi & Ottenheimer), William Hopkins, William Sorrin, Attorney Edward Dienst, Principal Maximilian Braam, and James Grogan.

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The Berlitz Schools of Languages were started in May, 1878, by Prof. M. D. Berlitz, the linguist. A Cincinnati branch was opened November 1, 1891. Branches are in all large cities of the United States, also some foreign cities, notably in Germany and France.

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About daylight, Thursday, September 4, 1902, a fire destroyed the Odeon and damaged other parts of the College of Music, including the Lyceum. The Dormitory was not injured. Mr. Vander Stucken lost about \$20,000 in music, etc. All the College pianos were ruined and 19 rooms rendered temporarily useless.

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Dr. Barnard (see page 62) was the first U. S. Commissioner of Education, and served as such from March 14, 1867, to March 15, 1870.

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The City Infirmary and Orphan Asylum were once under the Board of Trustees and Visitors.

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The opening day of schools is usually the first Tuesday in September (Monday is Labor Day). Years ago schools opened earlier. For example, in 1857 the opening day was August 18th. Opening day is now often too early, as, owing to the intense heat, the schools have frequently been compelled to close for several days, and again to hold only half-day sessions.

## RESOR ACADEMY.

The building now occupied by the Clifton Public School was named the Resor Academy and Literary Institute, in honor of the late stove manufacturer, William Resor, who gave the original building to the then village of Clifton. The building was erected in 1869.

## CLERKS OF BOARD OF EDUCATION.



STANLEY STRUBLE,

Ex-Teacher and President Board  
of Education, Cleves, O.

1847, to May, 28,  
1855, Wm. Leuth-  
strom; May 28, 1855,  
to March, 1857, J. D.  
Caldwell; March,  
1857, to July 4, 1871,  
W. F. Hurlbut; July  
4, 1871, to April 17,  
1882, B. O. M. De-  
Beck; April 17, 1882,  
to April 19, 1886,  
Robt. G. Stevenson;  
April 19, 1886, to  
April 18, 1887, B. O.  
M. DeBeck; April  
18, 1887, to October  
1, 1900, Geo. R. Grif-  
fiths; Oct. 8, 1900,  
to date, Wm. Graut-  
man.

## YOUNG WOMEN'S CLUB.

The Young Women's Club of Cincinnati, organized October 15, 1900, meets at Wesleyan College, one part of which is occupied by the Home of the Self-Supporting Women.



The aim of the club is to keep in touch with what is best in the thought and literature of to-day, and to place within the reach of all some means of self-improvement, physically, mentally and spiritually.

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AMERICAN BOOK COMPANY.

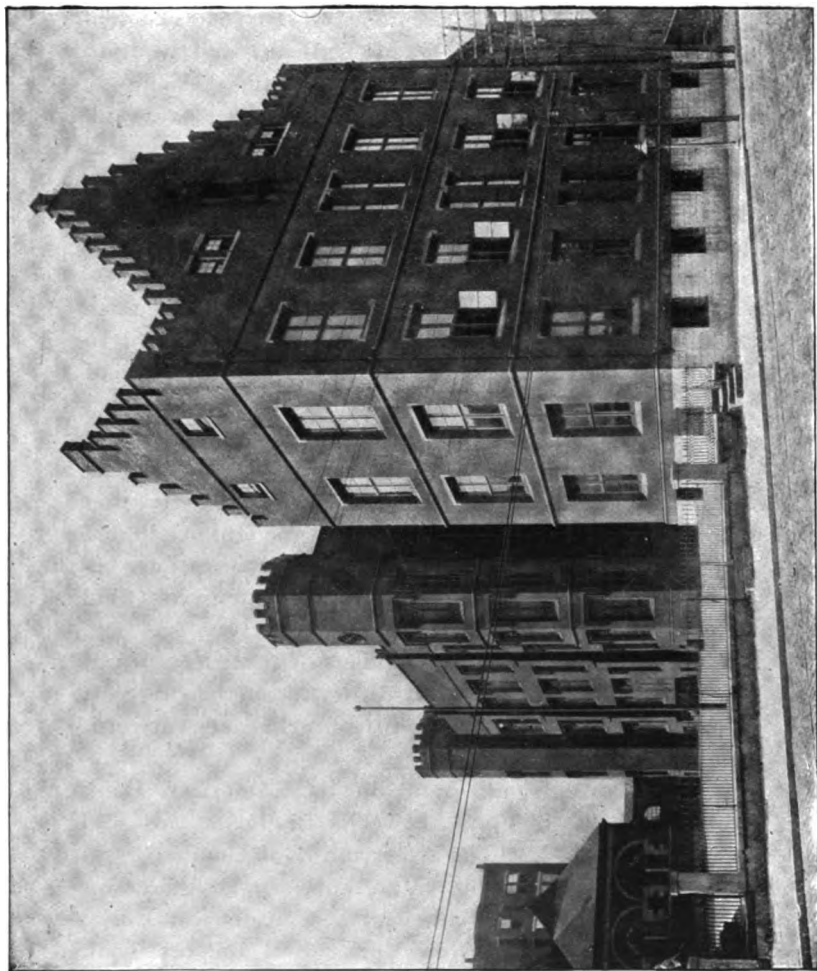
The founder of the American Book Company was Winthrop B. Smith, who, as W. B. Smith & Co., had a



THE WOODWARD HOMESTEAD,

Northeast Corner of Main and Webster; Erected 1816; In This House William Woodward Died January 24, 1833 (see page 148).

printing establishment and book store at 59 Main Street (old number). Edward Sargent was his book-keeper, and Louis Van Antwerp assistant book-keeper. In the book bindery department, as superintendent, was Anthony H. Hinkle.



HUGHES HIGH SCHOOL, SHOWING FRONT ADDED IN 1889.

(557)

In the 12th District School was Obed J. Wilson, principal. His eyesight threatened to fail, so he resigned in 1853 (succeeded by B. O. M. DeBeck) and went to Mr. Smith for a position. Mr. Smith refused to employ him, but sent him on a mission, with expenses paid, and a commission if he succeeded. He did succeed, and was then regularly employed. Mr. Wilson had fine tastes in the book publishing line, and he became overseer or general superintendent, selecting type, pictures and dictating styles of printing. His word was soon law.

In a few years Mr. Smith retired, and the firm became Sargent, Wilson & Hinkle. They removed to Walnut Street. Mr. Sargent retiring in 1868, the firm of Wilson, Hinkle & Co. continued the business until 1877. During their administration the list of publications was more than doubled, and such was the constantly increasing popularity of the Eclectic Educational Series that schools in every State and Territory of the Union adopted and used some of their books, and their publications became more widely circulated and more extensively used than those of any other house in the country.

In 1877 the two senior members of the firm retiring, after nearly forty years of labor, transferred their interest to the remaining partners, and the firm of Van Antwerp, Bragg & Co. was formed.

Upon the organization of the American Book Company in 1890, Van Antwerp, Bragg & Co. sold their property to it. The American Book Company was made up of the following: Van Antwerp, Bragg & Co., of Cincinnati; Ivison, Blakeman & Co., of New York; A. S. Barnes & Co., of New York; and the text-book department of D. Appleton & Co. The American Book Company's offices are at 317 Walnut, where many books are printed and where extensive press facilities are in

constant use. Recently the company acquired property at the northeast corner of Pike and Third, where an extensive building will be erected, to be occupied July, 1904.

Harry T. Ambrose (New York) is president. Local officers are: W. B. Thalheimer, manager; Frank R. Ellis and George A. Howard, assistant managers. For many years A. Howard Hinkle was local manager. The company controls all the text-books in the city public schools through the high schools.

#### PENSIONS.

September 4, 1895, at a meeting of the Teacher's Club, Principal H. Raschig moved to appoint a committee of five to investigate and report upon the laws and usages of the several States which have made enactments for pensions and annuities for teachers of the public schools. The motion carried, and Mr. Raschig made chairman, with four associates, viz.: Prof. W. O. Sproull, F. B. Dyer, George W. Harper, and W. H. Morgan.



HOWARD CHAMPLIN,  
Ex-Superintendent of  
Penmanship.

This was the first definite step taken in this city to secure pensions for teachers. February 16, 1896, the bill was ready, having been drawn by Attorney Drausin Wulsin. It was passed by the Legislature April, 1897, and went into force in September of that year, teachers paying one per cent. of their salaries each month to create a fund.

Under the law, female teachers with 30 years' experience and males with 35 years' experience were entitled, on retirement, to a pension equal to half the an-

nual salary, except no pension was to exceed \$600 per annum. April 16, 1900, the law was amended, making 30 years' experience for both male and female teachers the period required, and pensions were changed to \$10 per year for each year taught, no pension to exceed \$500. Thus, teachers of 25 years' experience would get \$250 a year, and those of 30 years' experience would get \$300, etc.

Still not sufficient funds were available, so the law was amended May 12, 1902, and this stands to-day. Under this law, a teacher of 20 years' experience can be retired on account of mental or physical disability, and can be given a pension of \$10 for each year's experience. Teachers of 30 years' experience can retire voluntarily. Each teacher pays \$2 per month, or \$20 per annum, to create a fund, and membership is voluntary. When the law went into effect, June 20, 1902, the proposition to join was submitted to the teachers, and all in the city accepted it except 44.

The first pension paid out was in September, 1899, just two years after the original law went into effect.

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#### PUBLIC HOLIDAYS.

Labor Day, first monday in September, since 1890.  
Thanksgiving, the last Thursday in November.

Christmas and New Year (schools dismissed for the week).

Washington's Birthday, Feb. 22, usually a half day entertainment the day previous.

Decoration Day, May 30th, most school children turn out and parade with Board of Education and war veterans. Teachers always protest against parading.

Warsaw School, so named (Aug. 25, 1902) after the town of Warsaw that was settled near there years ago. The school district was annexed to the city in the spring of 1902.

Spanish was introduced in the high schools September, 1901, eight bells a week in each school.

The following is the inscription on Thomas Hughes monument at Spring Grove:

"Thomas Hughes, founder of the Hughes High School, died December 26, 1824, aged 55 years. Erected by the alumni of the school."



H. J. DISQUE,  
Principal Fifth District School.

THE ANNUITY ASSOCIATION.

December 21, 1889.  
J. E. Sherwood,  
Christine Sullivan,  
G. A. Carnahan,  
Bettie Wilson, and Louis Rothenberg, started the Teachers Annuity and Aid Association of Hamilton County and filed incorporation papers January 1, 1890. Organization was completed January 25th by selecting these trustees: J. E. Sherwood, Christine Sullivan, G. F. Sands, G. A. Carnahan, Bettie Wilson, Alice M. Campbell, C. C. Long, John Schwaab, Jeanette Knox, Geo. W. Harper, A. S. Henshaw, Louis Rothenberg, C. S.

Fay, Charles F. Dean, W. C. Washburn, E. W. Wilkinson, and Minnie Herman.

The trustees then elected officers: J. E. Sherwood, president; Christine Sullivan, vice-president; A. S. Henshaw, recording secretary; G. F. Sands, financial secretary, and Geo. W. Harper, treasurer.

The object of the association is to furnish pecuniary



THOMAS F. SHAY,  
Member Board of Education, 1879.

aid to members. Mr. Sherwood was president to January, 1902, when J. B. Scheidemantle took his place.

—  
The Union Board of High Schools is made up as follows:

BOARD OF EDUCATION:

John Schwaab, Louis E. Keller, J. G. O'Connell,  
S. B. Marvin, William J. Klein, F. G. Cross, B. F. Lyle;



(563)

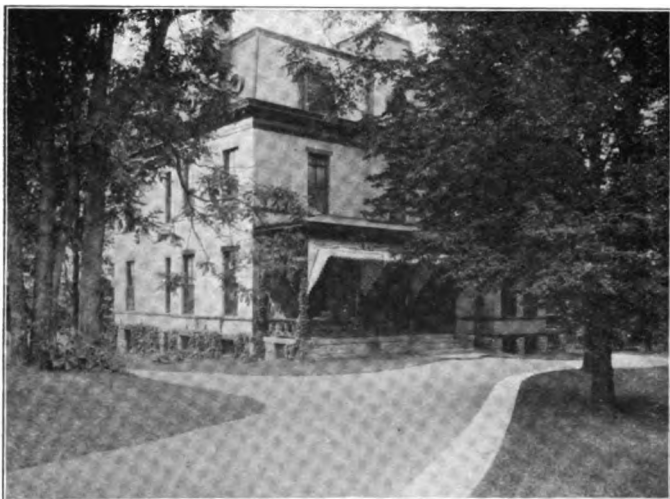
THE CINCINNATI COLLEGE BUILDING,  
Demolished October, 1902; Replaced by the Mercantile Library Building.



Woodward—A. H. Bode, John B. Peaslee, Robert W. Stewart, J. Shroder, O. J. Renner; Hughes—R. D. Barney, Charles H. Stephens.

OFFICERS.

A. H. Bode, president; J. G. O'Connell, vice-president; William Grautman, secretary.



THE H. THANE MILLER SCHOOL,  
Lenox Place, Avondale.

The H. Thane Miller School for Girls was founded in 1856 as the Mt. Auburn Young Ladies Institute. It was incorporated under the laws of the State of Ohio as an institution for the higher education of girls. In 1897 the school was removed from Mt. Auburn to Lenox Place, Avondale, and now in accordance with the express wish of its alumnæ it is known as the H. Thane Miller School, in honor of one of its founders and long time president.



H. THANE MILLER.

(565)

H. Thane Miller, who died in 1895, was a leading and influential citizen of Cincinnati. He was a member of the Board of Education for many years. He was prominent in education, philanthropy, and religion. His songs made his name known all over the world. The school maintains its high reputation for scholarship, and its location is an ideal one, the surroundings being extremely beautiful.

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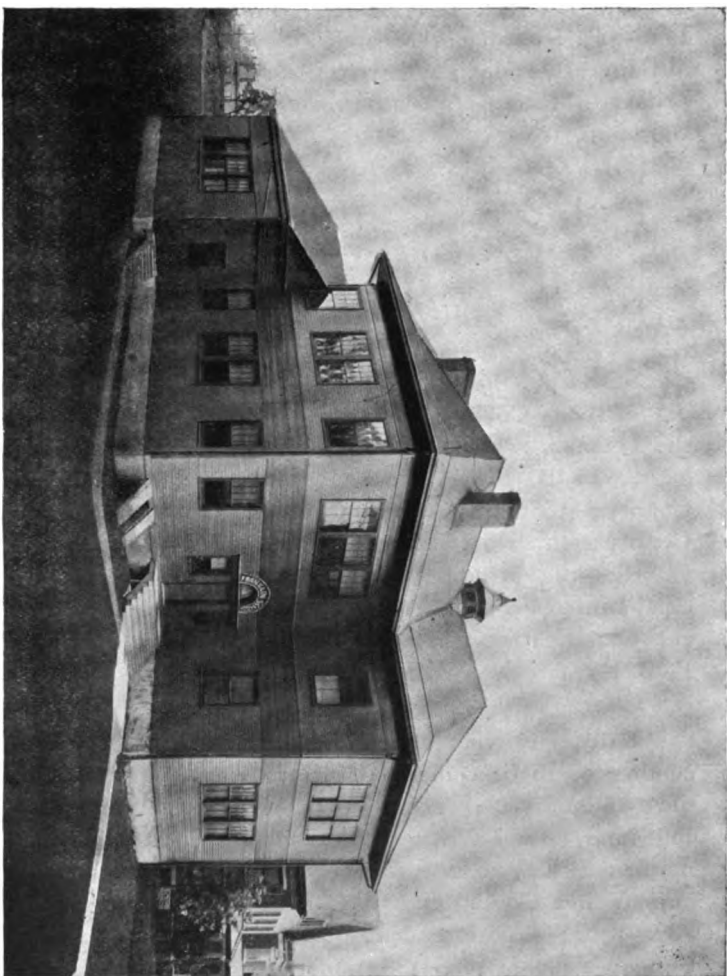
THE FRANKLIN SCHOOL.

The Franklin School, 2833 May Street, Walnut Hills, was started in 1881 by two Harvard graduates and classmates, Joseph E. White and Gerrit S. Sykes, who have ever since been the principals.

The first school was in a private house on McMillan Street, between Kemper Lane and Park Avenue. In one year this building was outgrown and a five year lease was made for the church property on McMillan, just west of Gilbert Avenue. In 1887 the school acquired its present property and erected the building now used. In 1893 an addition was made for gymnasium, chemical laboratory, etc. The school is exclusively for boys and young men. It is preparatory to colleges and schools of science or technology. In the twenty-one years of its existence it has sent 54 of its graduates to Harvard, 59 to Yale, 27 to the Massachusetts Institute of Technology, and 95 to the following institutions, viz. : Princeton, Rensselaer, Columbia, University of Cincinnati, Williams, Dartmouth, Amherst, Cornell, Rochester, Oberlin, Stevens, Rose, Center, Delaware, Iowa State, West Point, Johns Hopkins, and Pennsylvania.

The school has three departments : primary, intermediate, and collegiate.

The teaching force is : Principals, Joseph E. White, Latin and English ; Gerrit S. Sykes, Greek and mathe-



THE FRANKLIN SCHOOL, MAY STREET, WALNUT HILLS.

(1897)

matics. Assistants: Howard Hollenbach, physical culture and science; J. H. Bacon, French and German; Louise E. Dunsmoor; Maud E. Severance, English and history. Intermediate department: Bessie F. Johnson, primary; Marie A. Marien, French; Helene Luise Watts, German.

## CHAPTER LXXXII.

## PERSONAL.

**A**NDREW, MILLARD F.—Born near Amesville, Athens County, O. February 13, 1858; educated in the common schools and at Lebanon, O., taking the degree of B. S. in 1891. Taught 1878-9 in Athens County; 1880-1, Lawrence County; 1882-5, Pickaway County; superintendent Lucasville, 1885-7; Piketon, O., 1888-91; principal Cheviot Schools, 1891-93; principal Linwood School, 1893-1902; assistant superintendent Cincinnati Schools since July 1, 1902, succeeding F. B. Dyer.

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Baily, Hezekiah Bye. —Born Steubenville, O., December 9, 1830; came to Cincinnati when six months old; entered Woodward College Nov. 3, 1845; remained four and one-half years; graduated in English and mathematics June 28, 1850; lumber merchant in Cincinnati and Covington, 1850 to 1870; life insurance, 1870-1902; superintendent of Fowell Buxton Mission Sunday School, 1866-1883; married in 1856 to Elizabeth B. Griffith; children, 6 daughters; grandchildren, 7; lives in Covington, Ky.



**JOSEPH PARKER,**  
Member Board of Education  
(569) Since 1891.



**F. E. SWING,**  
Principal of the Clifton School.

Benedict, Wayland Richardson.—Professor of philosophy University of Cincinnati, 1875. Prof. Benedict's published works are: "The Nervous System and Consciousness," "Evolution and Ethics," "Theism and Evolution," "Outlines from the History of Education," "New Studies in the Beatitudes," "World Views and Their Ethical Implications."

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Bode, August H.—Born 1845, Peine, Hanover, Ger. Educated at Polytechnical Academy, Hanover, and University in Berlin in connection with technical academy there. Came to the United States in 1866, to Cincinnati 1867. Began teaching in this city in 1868 in Thirteenth District. In 1876 was principal of same. Studied law and graduated 1881. Began practicing 1883. Author of "History of Elementary Reading," "Elementary Arithmetic," series of seven German readers (used for years in Cincinnati schools), a series of writing books; contributor to scientific and pedagogical journals. Member Board of Education, president Union Board of High Schools (1902), judge of Police Court, and member Board of Elections.

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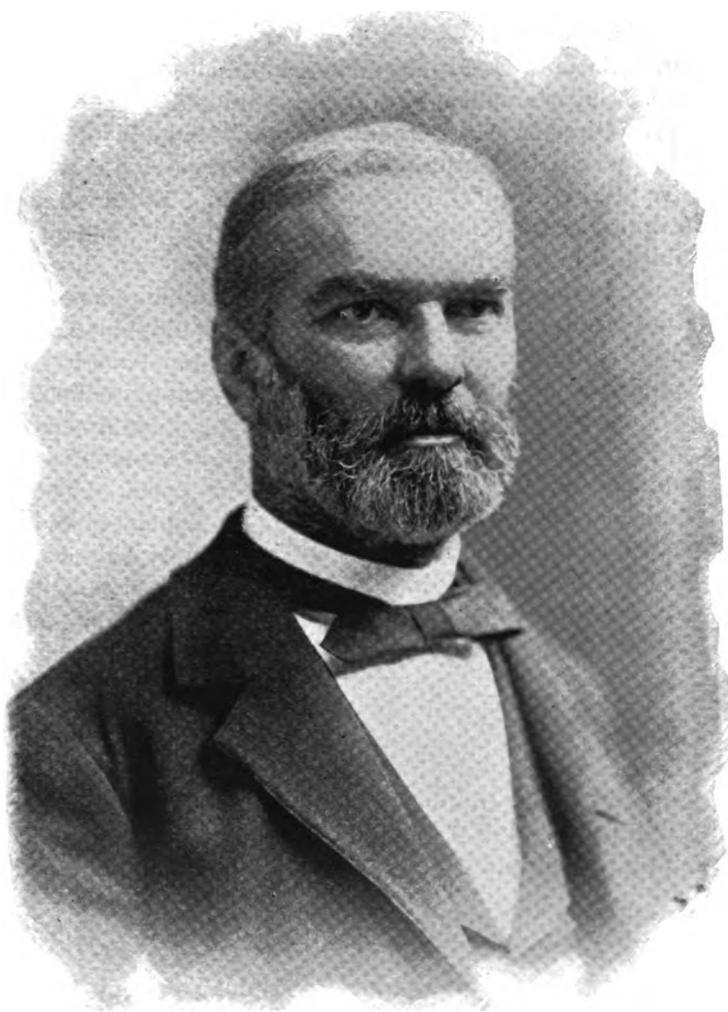
Dill, Thomas M.—For ten years principal of Twentieth District School. Author of "Outlines of Moral Instruction" (1871), the first attempt at systematic moral instruction in the public schools.

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Doerner, Celia.—Teacher in Hughes, author of "The Treasury of General Knowledge."

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Dubbs, Eugene L.—Principal (1902) Reading, O., schools; the author of Dubb's series of arithmetics.



**FLORIEN GIAQUE.**

(571)



Fick, Henry H.—Born August 16, 1849, at Luebeck, Ger. Came to U. S. 1864; entered Cincinnati schools 1870. Superintendent of drawing, 1878-1884 (see page 177). Director of private school in Chicago to 1890. Principal Sixth District, Cincinnati, 1892 to 1901. Received Ph. D. from Ohio University 1892. Editor *Erziehungsblätter* (Germ-Am. Journal of Ed.), 1890-99. Published in book form: "Pencil and Brush," an introduction to the elementary principles of graphic representation (1884); "The Dance of Death" (1887); "Aesthetic Culture" (a pamphlet); "Does the American Common School Meet the Educational Needs of the People?" (a pamphlet); "German Contributions to American Progress" (pamphlet); besides a great many other pamphlets and poems in German. The poem, "The Song That Once My Mother Sang," has been set to several different compositions in Germany and America. Dr. Fick is editor of *Junger Amerika*, of this city. In 1901 he was appointed assistant superintendent of schools.

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Fuchs, Julius.—Of Walnut Hills High School, author of: "Eighteen Lectures on Pedagogical Topics;" "Fifteen Lectures on Home Education;" seventy-five poems, "Tender Blossoms." All the lectures were delivered before normal institutes, teachers' associations, and literary societies. (Ready for press.)

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Giauque, Florian.—Born near Berlin, Holmes County, O., May 11, 1843, of Swiss parentage. Prepared for college at Fredericksburg (Ohio) Academy and at Vermillion Institute, at Hayesville, O. Member 102d O. V. I., and served under Buell, Rosecrans, Sherman and Thomas. After the war he graduated at Kenyon

College, Gambier, O., which institution later conferred on him the degree of A. M. and L. L. D. Mr. Giaque has the honor of having received the best State certificate ever granted; principal of Glendale Schools from 1869 to 1875. Mr. Giaque is noted as an author and compiler. The following works attest his industry:



ARTHUR C. MINNING.

"The Revised Statutes of Ohio," and various supplements thereto; "A Manual for Assignees;" "A Manual for Guardians;" "Naturalization and Election Laws of the United States;" "Ohio Election Laws;" "Manual for Notaries and Conveyancers;" "Settlement of Decedents' Estates;" "The Law of Roads and

Bridges;" "The Laws of Ditches and Watercourses in Ohio;" "Manual for Constables and Marshals;" and jointly with his partner, Henry B. McClure, "Dower and Curtesy Tables," and some other works of less importance. He is not infrequently called on to deliver lectures, and generally selects scientific subjects for them.

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Grebner, Constantine.—Teacher in Third Intermediate School, joint author (with W. H. Weick) of the Eclectic German readers now used in the schools. In 1902 Mr. Grebner published "Die Deutschen," stories of Germans and of German-Americans. Author of several poems and two novels: "Die Hessen," a Revolutionary War story, and "Die Maerchenprinz," a romance. About 1897 Mr. Grebner published (in German) a history of the 9th O. V. I. He has in press "Iduna," two German supplementary readers for lower grades.

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Jordan, Clara B.—Teacher of Latin at Hughes. Graduated Hughes, took two gold medals, Latin and general scholarship. Author of "Latin Lessons for Beginners." Now engaged in writing a Latin prose composition for High Schools.

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Lindahl, Josua.—B. Kongsboka, Sweden, Jan. 1, 1844; graduated Royal University of Lund, Sweden (1863); title of Officer d'Academie, French Government (1876); decorated by King of Sweden as Knight of Vasa (1878); was asst. zoologist on H. M. S. "Porcupine" (1870); zoologist in charge of expedition to Greenland, 1871, in Swedish warships "Ingererd" and "Glo-dan"; docent in zoology, U. of Lund, 1874; secy. Royal Swedish delegation to International Geog. Con-

gress, Paris, 1875; secy. Nov., 1875 to March, 1877, to Royal Swedish Commission to Philadelphia Exposition; prof. nat. sciences Augustana College, Rock Island, Ill., 1878-88; curator Illinois State Museum Natural History, Springfield, Ill., 1888-93; since December 4, 1895, director Museum Natural History Society of this city; author of several scientific books; contributor to journals and editor of the Society's journal.

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Lloyd, John Uri.  
Author of "Stringtown on the Pike,"  
"Et idorpha,"  
"Warwick of the Knobs," etc.

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Long, C. C.—  
Ph. D.; b. near Lebanon, Butler County, O., Sep. 22, 1839. At twelve years of age he moved with his parents to Cincinnati, and received an education in the public schools, per-

fecting his course afterwards in Asbury University, Greencastle, Ind. The marked success in a country school had shown him that he was adapted to the profession of teaching, and upon leaving college he entered upon his chosen work as principal of Talmud Institute,



CHARLES L. SWAIN,  
Member of the State Normal School  
Commission.

then a flourishing school in Cincinnati. This position he filled for three years, when he left to go into business in New York City. He, however, retained his desire to teach, and after five years he returned to Cincinnati, and was chosen first assistant of the First Intermediate School in this city. After holding various positions in the schools, he was elected to the principalship of the Eighth District School, which position he held to 1902.

Mr. Long stands in the front ranks with those who



JOSEPH SURDO.

believe in education and progress. The unsatisfactory results following the teaching of language led him to write "Long's Language Lessons," embodying his method of instruction in English. The leading idea in these books is that observation and expression should go together, or that the acquisition of words should follow rather than precede an acquaintance with things and acts.

These books have met with great success, having been adopted in many of the large cities in all parts of the country.

The methods of teaching geography were equally defective. The dull recital from the set questions in the text-books could only produce an unwilling and mechan-

ical listener and learner. Children are so constituted that they form an idea of the remote only by having a miniature of the same at home. A more natural and philosophical procedure is observed therefore in "Home Geography," another of Mr. Long's works.

Besides the preparation of text-books, Mr. Long has been a writer for educational journals. He has also lectured extensively before institutes and other educational bodies. Mr. Long has always been a student. He mastered French while teaching, and for two years was associated with the noted Cincinnati scientist, Prof. Vaughn, studying chemistry. In 1883 the degree of Ph. D. was conferred upon him by the College of Cambridge.

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Maddux, Berton J.—Principal Springfield, O., Schools; author of "The Veil Withdrawn," a novel (1900).

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Malsbary, Charles Franklin.—Attorney-at-law; b. Sycamore Tp., Hamilton Co., O., Feb. 21, 1857; educated at National Normal University, Lebanon, O.; taught school in Hamilton and Clermont Counties; pres. Ham. Co. Teachers Association, 1883; pres. of Ham. Co. Institute, 1884; graduated with honors from Cincinnati Law School, 1889. Mr. Malsbary is well-known as a public speaker and successful attorney.

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McClure, Henry Brown.—A. B., A. M.; graduated Miami, 1871; prin. of Prep. Dept. Miami, 1872-3; attended Universities of Gottingen and Leipsic, 1873-4; prin. Glendale (O.) Public Schools, 1875-80; mayor of Glendale, 1886-92; joint author of "Present Value Tables for Dower and Curtesy," 1894.

Minning, Arthur C.—Attorney; clerk Prosecuting Attorney's office; author of "Tabular Analysis of the Law of Real Property."

Myers, Philip Van Ness.—Was born at Tribes Hill, N. Y., Aug. 10, 1846. He received his preparatory education at the Gilmore Academy, in the same State, and was graduated from Williams College in 1871. He



SAMUEL W. SMITH,

A Graduate of Chickering Institute,  
Now Judge of the Court of  
Common Pleas.

afterwards studied law for one year (1873-74) at the Yale Law School, pursuing at the same time a graduate course in the Department of Economics. The studies of these early years were varied, and broken by teaching and travel. An expedition to South America, on a scientific mission, filled one year, and later an extended

journey through Europe and Asia occupied nearly two years. Two works, entitled, respectively, "Life and Nature Under the Tropics" (written in co-authorship with an older brother) and "Remains of Lost Empires," were the issue of these tours of observation and study. In 1879 Mr. Myers was called to the presidency of Far-

mers' College, at College Hill, Ohio, to which he brought the experience gained during several years' service as teacher and principal in Eastern academies. This position he held for twelve years, until called to the chair of history and political economy in the University of Cincinnati. During the college years 1895-1897 Mr. Myers served as dean of the academic faculty of the University. In 1900 he resigned his professorship, which he had held for nine years. Professor Myers is the author of the following works, aside from those already mentioned in this article: "Eastern Nations and Greece," "History of Rome," "Mediæval and Modern History," "A General History," and "History of Greece." Several editions of all these works have been published.

The following degrees have been conferred upon Mr. Myers: A. B., Williams College, 1871; A. M., Williams College, 1874; LL. B., Yale University, 1890; LL. D., Belmont College, 1891; and L. H. D., Miami University, 1891.

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Parry, Emma Louise.—With the H. Thane Miller School; author of "Life Among the Germans," "Women in the Reformation," "History of Art" (out shortly, 1902); also of translations from the German.

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Porter, Jermain G.—Director of Cincinnati Observatory, 1884 to the present time. Publications: "Zone Catalogue of 4,050 Stars," 1887; "Our Celestial Home, an Astronomer's View of Heaven," 1889; "Charts and Measures of Nebulae," 1891; "Catalogue of Proper-Motion Stars," 1892; "Catalogue of 2,000 Stars," 1895; "Catalogue of 2,030 Stars," 1898; "Historical Sketch



of Cincinnati Observatory, 1843-93;" also numerous memoirs in the astronomical journals.

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Ravogli, Dr. A.—Italian Consul 1883-1900; author of "Hygiene of the Skin." Dr. Ravogli is now (1902) a member of the Ohio State Board of Registration and Examination.

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O. P. VOORHES,

Principal of Oyler School Since  
September, 1901.

antship of Hughes, succeeding Jacob H. Bromwell; author of "Elements of Geometry," now used in the high schools.

Renner, Otto J.  
—Inconjunction with Charles M. Miller, a former teacher in the night schools, published "Elements of Law for the Law Student."

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Sanders, Alan.—  
B. near Morrow, Warren County, O.; graduated Woodward, 1875; began teaching the next year in Thirteenth District School; went to the Third Intermediate, and in 1881 to Hughes. In 1888 he took the first assist-

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Sherwood, James E.—Entered the Cincinnati Public Schools as a teacher Sep., 1859, and has been so em-

ployed continuously, with the exception of '61-'63, which period he spent in the army. In 1868 he opened the new First District School on Liberty Street as its principal, which position he held for thirty years, when he was transferred to the Windsor Public School, of which he is now the principal.

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Shotwell, John B.—Started *School Life*, a weekly "Journal of Education and General Culture," Oct. 3, 1899. Author of "Visit to a London School, or Elementary Education in England," (1899); also author of many newspaper and magazine sketches; assistant at the First Intermediate School for two years, and teacher in the Night High School for the same period; taught five years in country schools in Hamilton County. Entered Hughes High School at 21, graduating at 24 in class of 1888. President of Evendale (O.) Board of Education, 1888-1891, being elected while in high school. Publisher and compiler of *SCHOOLS OF CINCINNATI*" (1902).

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Sands, George F.—President National Base Ball Association, 1867-8, representing all the base ball clubs in the U. S.

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Smith, M. W. (see page 129).—B. at Ft. Donaldson, Canada, Oct. 14, 1836; graduated with highest honors at University of Nashville, Tenn.; served in War of the Rebellion, rank of colonel; died May 26, 1889; author of "Elements of English," "Studies in English Literature," "McGuffey's High School Reader."

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Stephenson, Nathaniel.—Ex-teacher Woodward; author of "They that Took the Sword," "The Beautiful Mrs. Moulton," 1902.

Surdo, Joseph.—B. in Brindisi, Italy, 1870; graduated Kenyon Military Academy 1886, Woodward 1889, and Cincinnati College of Music 1895. In composition he has been eminently successful; his "Viking" (solo for baritone and orchestra) having been performed in 1898, under Vander Stucken's direction. His "Flag

Song" was sung by 3,500 children at Golden Jubilee Sæengerfest in 1899, and his Psalm 96th was performed in Music Hall at the Fall Festival (1902) by an adult chorus of 1,000 voices, and accompanied by an augmented orchestra. For twelve years Mr. Surdo has taught music in the public schools.



GEORGE RETHMAN,  
Member Board of Education  
Since April, 1897.

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Tackenberg, C.—  
Author of "Children  
of Phantasy," a book  
of poems.

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Thoms, Phoebe E.—Sister of Matthew H. Thoms; author of "Important Events in the World's History," 125 pages, containing tables of rulers and dates chronologically arranged.

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Turrill, Merwin Sherman.—B. Feb. 8, 1831; taught in Hamilton County, 1849-1854; principal Cumminsville

Union School, afterwards Cincinnati 26th Dist., 1854 to 1885 (except 1857 and 1858, as asst. Cin'ti 13th Dist.)

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Turrell, Isaac H.—B. Brookfield, Franklin County, O., attended Oberlin College. Served two years in 81st Ind. Inf. At siege of Atlanta, was made 1st Lieut. of 109th U. S. Colored Infantry, serving as Adj. under Gen. Weitzel. After the fall of Richmond, went to Texas with regiment, mustered out there February, 1866. Member American Mathematical Society.

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Von Wahlde, Herman.—Teacher German in Third Intermediate School; author of "Natur und Heimat" (poems now in second edition); also of "Schriften Paedagogischen Inhalts."

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Walker, Paul Francis.—Teacher of Spanish in the three high schools; author of "A Class Book of Modern Spanish."

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Weick, W. H.—Late of Hoffman School; joint author of Eclectic German readers now (1902) used in the public schools. A primer was published by Mr. Weick alone.

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Wilson, Francis E.—Teacher for 35 years; principal Windsor School, 1888 to 1898; publisher *Public School Journal*, 1876 to 1898.

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White, Dr. E. E.—Died at his home, Columbus, O., Tuesday, October 21, 1902. (For sketch, see p. 89.)

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Tuesday, October 21, 1902, Governor Nash appointed this State Normal School Commission under the

law of last winter: C. F. Thwing, Cleveland; John L. Zimmerman, Springfield; William F. Pierce, Knox County; Charles L. Swain, Cincinnati.

The commission is to report upon the "need and advisability of the future establishment by the State of one or more additional normal schools."

Mr. Swain, the Cincinnati member of the commission, is a leading attorney and ex-member of the General Assembly. The committee reports before the next Legislature.



CARL ZIEGLER, M. D.,

Superintendent of Physical Culture  
Since September, 1892.

McLeish, John Lewin.—Graduate of the Medical College of Ohio (1897). His first novel, "Iturbide, a Soldier of Mexico," was published in 1901. The companion story, "The Wreak of Wrath," is to appear shortly.

#### THE AMERICAN BOY.

Four days after the destruction of the battle ship "Maine," W. Rankin Good, a seventeen year old student of Hughes High School, conceived the idea of building a battle ship and naming it the "American Boy."

The idea was to get contributions from school children all over the country and pay the cost. The project

found general favor, and from all over the land came contributions. These were deposited in the Merchants' National Bank, until about \$75,000 had been accumulated. Gradually it became apparent that the \$3,500,000 necessary could not be raised, though many prominent men assisted. Even President McKinley favored the project and gave Mr. Good and his committee an audience.

Congress was next appealed to, but legal objections were found which precluded the acceptance of the gift by the Government, so in the summer of 1902 it was decided to return the collections less five per cent. The Cincinnati schools contributed \$1,551.59; Los Angeles, Cal., schools gave the largest amount, \$1,433.19. The failure of the plan dampened the ardor of thousands of school children, and of course Mr. Good was



W. RANKIN GOOD.

disappointed, yet his enthusiasm and earnestness won him a host of friends and well wishers. In order to give the matter proper attention it became necessary for Mr. Good to abandon all other pursuits, and he had to travel to other cities to respond to invitations to speak.

## CHAPTER LXXXIII.

## THE CINCINNATI KINDERGARTEN TRAINING SCHOOL.

THE first meeting of Cincinnati women interested in establishing free kindergartens in Cincinnati was held December 13, 1879. At a subsequent meeting (held December 19th) The Cincinnati Kindergarten Association was formed, with Mrs. Alphonso Taft as president.

In January, 1880, Dr. W. T. Harris, of St. Louis, now U. S. Commissioner of Education, delivered an address in College Hall, and awakened much interest. During the months of January and February meetings were held fortnightly at Hughes and Woodward High Schools, and after correspondence and conference with Miss Susan E. Blow, of St. Louis, the first kindergarten was opened in the old Spencer House, corner Front and Broadway, March 1, 1880.

A Training School for Kindergarteners was organized at the same time. Later a kindergarten was opened in the northern part of the city, followed by one in the western and another in the eastern, known respectively as the South, North, West, and Gilbert Avenue Kindergartens. The association then, in order to encourage the formation of kindergartens without incurring additional expense, volunteered to organize and supervise kindergartens supported by other organizations or individuals, provided a high standard of excellence was maintained, by the selection of well-trained, competent directors. The "Kindergarten Directory" shows the

extent of the work supervised by the association in 1902. An Association of Mothers, holding monthly meetings in each kindergarten, is made a component part of the work, and a federation of these associations holds at least one general meeting during the year, for the exchange of ideas, methods of work, etc.



THE CINCINNATI KINDERGARTEN TRAINING SCHOOL,  
Linton Street, Near Reading Road, Vernonville.

The following bill makes the introduction of kindergartens with the public school system of Ohio optional with each community :

“ Each board of education of any city, special or village school, may, if they so choose, at any regular or special meeting, establish public kindergartens in connection with the public school of said city, special or village school district, for children between the ages of



four and six, and may determine what part of the contingent fund provided for in sections 3,958 and 3,959 shall be set aside for such purpose: *Provided*, no part of the State fund shall be appropriated therefore; but said board of education may provide an additional sum for said kindergarten instruction by the levy of a tax not exceeding one mill to the levy provided for in section 3,959."

The Cincinnati Kindergarten Training School organized by the association, which was incorporated under the laws of Ohio, Oct. 20, 1894, now ranks as one of the leading training schools in the country. The building, located on Linton Street, near Reading Road, is admirably suited to its use with lecture hall, library, class rooms, and dormitory, well equipped, and is situated in one of the most beautiful and accessible sections of the city.

The school offers a thorough course of training to those who wish to prepare for professional work, a two years' course leading to a diploma; an attractive course for young women desiring general culture; and a practical course preparatory to home making and child nurture.

A graduate course of one year is open to students who have completed the regular training in a school of recognized standing. A one-year course in primary teaching is designed to give thorough training in the work of the primary grades, and special courses are arranged with reference to governess and mission work.

In addition to an able corps of instructors, the departments of music, art, and physical education are in charge of specialists, supplemented by lectures from eminent men and women. The entire work is under the management of a Board of Trustees, of which the

following are the officers for 1902-03: President, Miss Anna Laws; vice-presidents, Miss Field, Mrs. Chas. Fleischmann, Mrs. P. H. Hartmann, Miss Werk, Mrs. D. I. Wolfstein, Mrs. Guy Mallon; secretaries, Mrs. W. R. Benedict, Mrs. D. D. Woodmansee; treasurer, Mrs. Edward B. Sargent.

The following support kindergartens under the auspices of the afore-mentioned associations:

Cincinnati Kindergarten Association (3); United Jewish Charities (3); Elizabeth Gamble Deaconess Home (2); The Glenn Home (3); Mr. and Mrs. David B. Gamble (1, in Sherman School); Brighton Mothers' Association (1); Westwood Kindergarten Association (1); Norwood Kindergarten Association (1); Madisonville Kindergarten Association (1); Episcopal Church, Glendale (1); Cincinnati Orphan Asylum (1); Childrens' Home (1); Union Bethel (1); University Settlement (1); Pro-Cathedral (1); Christ Church (1); German Lutheran Church, Walnut Hills (1); Vine Street Congregational



JOHN R. TRISLER,  
Principal of the Twenty-Fifth  
District School, Fairmount.

Church and the mothers (1); private kindergartens, Miss Sattler's and Hyde Park. Total, 27.

Despite repeated efforts to have the public schools to open kindergartens, none have yet been provided, although several vacant school rooms have been put at their disposal. The Board of Education fears the expense should the schools be opened all over the city.

#### GERMAN KINDERGARTENS.

The "deutsch-amerikanischer Schulverein" (Ger-



ALFRED HERHOLZ,  
Ex-Teacher, Editor of the  
"South-West."

man-American School Association) was organized at Washington Platform Hall Sep. 19, 1885, with August Herholz presiding. Officers were elected as follows: President, Adolph Pluemer; secretary, C. Grebner; treasurer, Chas. Faust. There was also a board of directors. The

first kindergarten under these auspices was started in March, 1887.

In existence was the German Immigrants Society that was formed by prominent citizens about 1849, to assist needy and worthy immigrants. It was no longer necessary, and about 1893 was dissolved, and one-fifth of the funds were, by order of court, turned over to the German American Free Kindergarten Society. This

society was incorporated March 15, 1893, by John Schwarb, George F. Dieterle, J. J. Maas, Alfred Herholz, and William Autenrieth, as the successor of the "Schulverein," and for the express purpose of receiving the \$3,000 granted by court. The society is to-day in quite a flourishing condition. It is patronized by the best society people, and its luncheons, fairs, etc., are notable events. Six kindergartens are maintained, as follows: 1st and 12th District Schools; North, Central, and West End Turner Halls; and in the church at head of Race Street. Officers: Prest., Mrs. L. Markbreit; V.-P., Mrs. A. B. Yost; Cor. Secy., Mrs. L. Ries; Fin. Secy., Mr. A. A. Dorst; Treas., Mr. L. Ries.

## CHAPTER LXXXIV.

### NEW CITIZENS EDUCATIONAL LEAGUE.

**I**N 1897 the New Citizens Educational League was organized by Mrs. M. McClellan Brown and others. Its aims are as follows:

**FIRST.**—To reach every woman who sustains a family relation to the public schools.

**SECOND.**—To engage in thoughtful, homelike talks without personal criticisms.

**THIRD.**—To encourage a more general interest in the character of the public schools.

**FOURTH.**—To make a calm and careful investigation of public school conditions.

**FIFTH.**—To be conservative and judicious, in order to avoid "sensations."

**SIXTH.**—To seek to secure a closer relation between the home nurture and school training of all the children.

SEVENTH.—To promote a kindly feeling of co-operation between mothers, teachers, and children.

EIGHTH.—To correct those evils in some schools which tend to destroy public morals and degenerate the race.

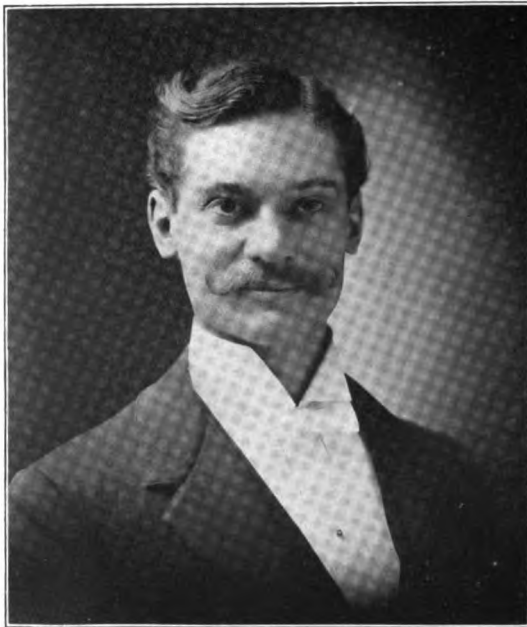


JOHN A. HEIZER,

Former Principal of the Hoffman School; Since September, 1902, Principal of the Guilford School.

The league has a chairman and secretary in most wards of the city, with a view to ultimate close organization. It also has a committee to attend each meeting of the Board of Education. Monthly general meetings

are held as are meetings in certain localities. Local districts are organized into parents' clubs, mothers' meetings, etc., and every effort is made to bring the schools in close touch with the parents.



JOHN S. HAUER,  
Principal of the Sixth District School Since  
September, 1901.

GERMAN TEACHERS ASSOCIATION.

The German Teachers Association of Cincinnati was founded November, 1888, and is a part of the Ohio Teachers Association. German teachers and friends of the German interests can become members.

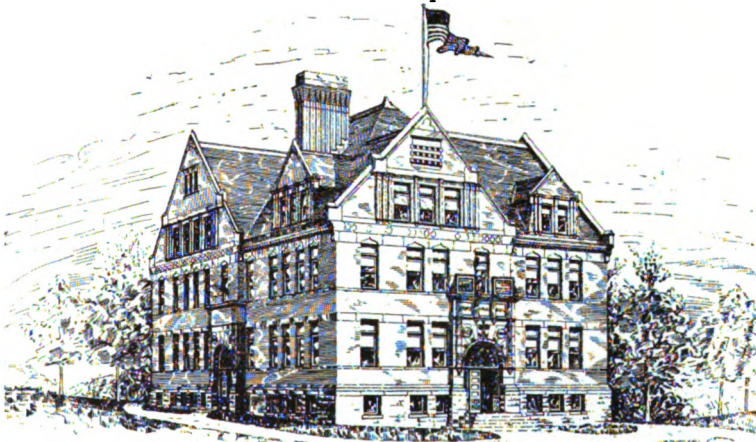
Authority is vested in a Board of Directors composed of five members. These organize by choosing a president, vice-president, treasurer, recording secretary and corresponding secretary. Bi-monthly meetings are held at the Sixth District School on the first Saturday in October, December, February, April and June, from 3 to 5 P. M., when literary and musical programs are given. Annual dues are fifty cents, and membership is about 275. Following is the list of presidents: Casper Grome, 1889-90; John Goebel, 1891; H. H. Fick, 1892; Max Weis, 1893-4; Julius Fuchs, 1895; W. Weick, 1896; A. Roth, 1897; H. H. Fick, 1898; E. Kramer, 1899-1900; U. Willenborg, 1900-2; C. Grebner, 1902-3,

The musical part of every program is very good. This is due to the organization of a musical section in November, 1892, first as a male chorus, afterwards changed to a mixed chorus of sixty voices. The first leader was Theodore Meyder. The recent leader was William Schaefer.

#### FIRST GERMAN ASSISTANTS.

The First German Assistant Teachers Association seems to have been organized as early as 1860, although records are imperfect as to the establishment. The society meets once a month in the rooms of the Board of Education, in connection with the meeting called by the assistant superintendent. At present there are about 40 members. Dues are one dollar a year. Presidents since 1894 are: Louis Hahn, 1894-7; W. H. Weick, 1897-8; Louis Hahn, 1898-1900; Albert Mayer, 1900-2; Benjamin Wittich, 1902-3. Other officers to-day are: H. Von Wahlde, vice. pres.; Frank J. Keller, secy.; Henry E. Kock, treas. Partial records of the association have been kept since September 28, 1882.

The "kaffee klatsch" (coffee gossip) is a favorite entertainment in the schools as well as elsewhere. It is a sort of fair and sale with light refreshments—coffee, cake, ice cream, etc. The "tables" are usually the school desks. Often tables are set in the hallways. The "fair" has for sale all forms of fancy articles. Generally considerable money is realized, such sums as \$400 and \$500 are common. It was through these "kaffee



MT. ADAMS PUBLIC SCHOOL.

Cost of Lot, \$16,295; of Building, \$38,150; 8 Rooms; Seats 450 Pupils; Helen M. Bryan, Assistant in Charge Under W. S. Flinn, Principal; W. F. Hartzell, Trustee.

klatsches" that much of the money for the flower parade, school libraries, etc., was realized. Many parents attend, and the "socials" are quite popular.

Officers of the German Teachers Relief Association for 1902-3: Pres., J. L. Zeinz (Mr. Zeinz has held this



office since 1890); Treas., Valéska Danziger; Secy., Benjamin Wittich (see page 309).

The County Teachers Association meets at the Y. M. C. A. Building the second Saturday of the nine months beginning with October.



W. F. HARTZELL,

Member Board of Education Since April, 1888; Frequently a Member of the Union Board of High Schools.

The Hamilton County Examinations are held the first Saturday in ten months, beginning with September, in the Second Intermediate School building on Ninth Street, near Main. Examiners appointed by the Probate Court are: C. S. Fay, Wyoming; J. L. Trisler, Hartwell; E. H. Foster, Glendale. The Hamilton County Institutes are usually held at Madisonville, though that of 1902 was held at Harrison. The graded county schools follow the Cincinnati course of study.

October, 1902, the General Assembly, in special session, adopted a municipal code that provides for numerous changes in local government. Educational institutions are affected as follows: The University Board has

been reduced from 19 to 9 members, to be appointed by the new mayor May 1, 1903. The city wards will be changed and reduced from 31 to 24, with a Board of Education member from each ward. The election is in April, and seats will be taken the first Monday in May. The House of Refuge directors will go out of office, but the same board may be reappointed by the Board of Public Service. This is the construction now put upon the code. Many other changes will be made, but they are not within the province of this book.

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The National Educational Association for 1903 will be held at Boston, Mass., July 6-10 inclusive. The meeting of 1904 will very likely be at St. Louis.

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Free text books were first furnished in this city in September, 1900. For several years, under the compulsory education law, books were furnished indigent pupils.

## CHAPTER LXXXV.

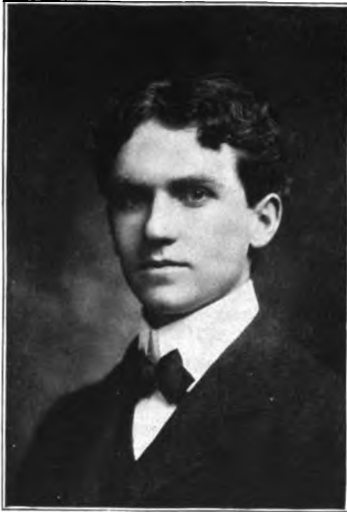
### ATHLETICS.

George K. Elliott.

**A**THLETICS are not the least important or interesting feature of the activity in our high schools, preparatory academies, and the University. In the mind of the average boy student, and not infrequently of the girls, this branch of the school life is almost vital to his personal interest in the whole institution. All of the local pride and enthusiasm of the school seems to center around the foot ball eleven, the base ball nine, and the track

team, which represents, at different seasons, the institution in the arena of interscholastic athletic contest. A victory in an interscholastic debate perhaps arouses more sedate scholastic pride in the mind of the student, but a victory won in strenuous heroic combat on the foot ball field fills his heart with wild, joyous, overflowing enthusiasm for his own school, for his schoolmates and for his

teachers—all are touched with resplendent glory of the achievement.



EMERSON VENABLE,  
Teacher of English Literature at  
the Walnut Hills High School.

For athletic purposes the high schools of Cincinnati are compacted into the Interscholastic Athletic Association, which is governed by a committee, consisting of one teacher and one pupil from each school. The teachers on this committee are staunch friends of athletics, and their authority serves to keep the youthful ardor of the student members within legitimate and proper limits. Rules which set certain standards of

scholarship, to which all the young athletes must conform, have kept athletics in good repute with the teaching faculties of the schools. Instances where athletic stars have also shone with conspicuous brilliancy as stu-

dents are not rare. At present the Interscholastic Athletic Association it composed of Hughes, Woodward and Walnut Hills High Schools, Franklin Preparatory School and the Technical School. In the past St. Xavier's College, the Ohio Military Institute, and Covington High School have been members of the association. Foot ball is the first game to come before the schools, the season opening about the first of October. As there are only eleven players on the regularly appointed foot ball team, and since often there are as many as thirty candidates, the rivalry is keen, and the aspirant is forced to keep himself in the best physical condition, if he is to win for himself the superior honor of a place on the team.

The old-time gridiron struggles between Woodward and Hughes are historic for their intensity and bitterness. In 1898 a new school, that of Walnut Hills, appeared on the field, and, moreover, reinforced by students taken from Hughes and Woodward, won the championship. It has been almost uniformly successful in winning the the foot ball championship of the association ever since.

Games are also played by the schools with teams from outside the association, and very often with teams from other cities.

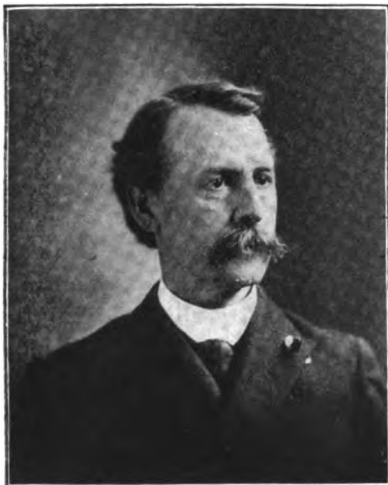
Next in the athletic season comes the indoor athletic contests, in foot racing and the like, given each winter at the Armory, by the local Y. M. C. A. A special relay race is here arranged for the high schools. A handsome silver cup is generally offered as a prize, and the enthusiasm generated by this annual race has given it first importance at the Midwinter Athletic Games.

Base ball comes next, in May, and with it come track athletics—that is, foot racing, jumping, and the like. Each school holds its annual games, and choses the winners in her contests to represent the school

in the big Interscholastic Field Day. The following program of such a field day held at Chester Park in 1898 shows what the contests are, and the prizes, which are donated by local firms and individuals.

*Events.*

1. Forty-yard dash. First prize, mandolin, donated by the John Church Co.



A. S. HENSHAW,  
Teacher of Mathematics, Walnut  
Hills High School.

2. Throwing 16-lb. hammer. First prize, umbrella, donated by Mabley & Carew.

3. Running high jump. First prize, medal, donated by Brunner.

4. 880-yard run. First prize, medal, donated by Neuhaus, Traunstine & Co.

5. Pole Vault. First prize, hat, donated by Burkhardt & Co.

6. Putting 16-lb. shot. First prize, fifty cigars, donated by Strauss.

7. 100-yard dash. First prize, medal, donated by Duhme.

8. Two-thirds mile bicycle race. First prize, medal, donated by Gustave Fox.

9. Standing broad jump. First prize, sweater, donated by Browning & King.

10. 220-yard dash. First prize, medal, donated by Mullane.

11. One mile bicycle race. First prize, medal, donated by Oskamp & Nolting.

12. Running broad jump. First prize, photos, donated by Bellsmith.

13. 440-yard dash. First prize, medal, donated by A. & J. Plaut.

14. Hop, step and jump. First prize, opera glasses, donated by Powell & Clement.

15. One-mile run. First prize, medal, donated by Duhme & Co.

16. Two-mile bicycle race. First prize, medal, donated by Ponsford.

17. Relay race. First prize, silver cup, donated by Interscholastic Athletic Committee.

Since 1898 the bicycle races have been discontinued, the 12-lb. shot and hammer have replaced the 16-lb. weights, which seem a little too heavy for high school boys. The ancient Greek exercise of throwing the discus has recently been added to the list of events.

In the above contests, as a rule, Hughes has furnished the best all-around runners; Walnut Hills the best bicycle riders, distance runners, and weight throwers; while Woodward has been strongest in jumping and vaulting. Of course they all have had good athletes in all of these branches, but the above marks where each school has an established reputation.

#### IN THE UNIVERSITY.

So much for the high schools. In the University the same branches of sport prevail, but under different con-

ditions. The University is leagued with no other schools in an association like that of the high schools; she stands alone in her class in Cincinnati, and must look beyond the limits of the city and even of the State for suitable opponents to her teams. This involves considerable expense, making the duties of the athletic supervisors more

arduous. Athletics never have paid financially at the University, but now that the possession of an athletic field saves the renting of grounds, athletics should soon be made to at least pay their way. A physical director, who has full charge of all branches of athletics, is hired by the trustees. For her teams, the university draws upon not only the Burnet Woods department,

but also on the affiliated law, medical, and dental schools. As a rule, the older, matured, and more experienced athletes, such as are suited to a rugged football team, come from the professional departments. The



DR. J. R. SPENCER,

Member Board of Education from October 9, 1899, to April, 1900. Member of Faculty Eclectic Medical Institute.

academic department furnishes material which is more youthful, but also more agile and lithe, and which consequently makes the best sprinters and jumpers for the track team. These fast but light-weight athletes also furnish players to the foot ball team for its backs and ends, positions requiring speed on the part of the player.

The down town departments of the University do not furnish their just quota of athletes, owing chiefly to their distance from the athletic field in Burnet Woods. How to get the four departments more closely united in spirit and body is just now the great question in the University athletic situation.

The University is also in need of a suitable gymnasium building. The present gymnasium is a mere make-shift.

In spite of the many obstacles to be faced, the University of Cincinnati has a record of no mean value. Her foot ball team of 1898 stands as one of the best ever produced by an Ohio college; it is generally known as "the team that beat Dartmouth." In 1900 her track team won the championship of Ohio, and made a new state record in the one-mile relay race.

Athletics, however, at the University can not be said to have reached that plane of uniform excellency which the size and importance of the institution would seem to demand. Conditions in the past have been too unsettled to bring this about. But of late things seem to have taken a turn in the right direction. Athletics are more firmly founded, and greater and grander achievements seem directly in the path along which the whole institution is advancing.



## CHAPTER LXXXVI.

## CINCINNATI VETERINARY COLLEGE.

THE Cincinnati Veterinary College was incorporated in October, 1900. As its sessions began at the same time, the school is now in its third year.

The course of study extends over three sessions of six months each, from October to March, inclusive. Students must furnish satisfactory documentary evidence of a good common school education, or pass an examination in the common school branches. Tuition is \$90 per session, a total of \$270. There are no extra fees.

Following is the outline of the course of study :

1st Year.—General biology, botany, zoology, anatomy, physiology, histology, materia medica, chemistry, dissections, and laboratories.

2d Year.—Anatomy, physiology, histology, materia medica, therapeutics, chemistry, pathology, bacteriology, theory and practice of veterinary medicine, surgery, obstetrics, dissections, laboratories, and clinics.

3d Year. Anatomy, pathology, bacteriology, theory and practice of veterinary medicine, surgery, obstetrics, dissections, laboratories, and clinics.

The college is located at York and Central Avenue, where its hospital affords abundant material for clinical instruction.

The faculty is at present :

Louis P. Cook, D. V. S., dean, professor of veterinary anatomy and theory and practice of veterinary medicine.



DR. LOUIS P. COOK.

(605)

E. K. Ward, V. S., associate professor of theory and practice of veterinary medicine.

Wm. A. Axby, D. V. S., professor of veterinary surgery and obstetrics.

John A. Meagher, D. V. S., professor of zootechnics and associate professor of veterinary surgery.

E. M. Keefe, M. D., professor of physiology and histology.

Julius H. Eichberg, Ph. G., M. D., professor of materia medica and therapeutics.

Carl Hiller, M. D., professor of microscopy, general pathology, and bacteriology.

Wm. Dickore, Ph. D., A. M., professor of chemistry and toxicology.

The degree of Doctor of Veterinary Medicine (D. V. M.) is conferred.

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#### THE CINCINNATI FLAG.

In 1896 the *Times Star Co.*, by offering a prize of \$50, had Mayor Caldwell receive designs for a city flag. Emil Rothengatter, a local artist, secured the award, though the flag was never officially adopted, being voted down in the Board of Legislature as undemocratic. Nevertheless, the flag is popular and is universally used. The design on the cover of this book is made up of the flag and buckeye leaves, typical of Cincinnati and the State of Ohio. Mr. J. H. Gest, director of the Art Academy, made the design.

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#### HIGH SCHOOL MONTHLIES.

*Old Hughes*, Hughes.

*The Oracle*, Woodward.

*The Gleam*, Walnut Hills.

The University Settlement is now in its fourth year. It is located at the corner of Liberty and Plum, in a neighborhood of working people.

The Lafayette Bloom Band, consisting of 24 pieces, is a fully equipped organization of the 27th District School.

The High School Association was formed in the fall of 1895.

The following is the list of presidents :

E. W. Coy, 1895-6; G. W. Harper, 1896-7; J. R. Bishop, 1897-8; Alan Sanders, 1898-9; W. H. Pabodie, 1899-1900; A. S. Henshaw, 1900 —. Membership about 60, divided into 5 sections.

**Compulsory** education for youth between 8 and 14 has been in force here since March 10, 1890, when A. B. Clement, truant officer, was appointed.



FRANCIS FERRY,

President Board of Education From April, 1869, to July 6, 1869, and also 1870-71; President Union Board of High Schools 1870-71; Member Public Library Board when Present Building Was Secured; Director University Six Years (on First Board); School Examiner 18 Years; Graduate Albany (N. Y.) State Normal 1847; Supt. Union Schools, Elmira, N. Y. ; Came to Cincinnati 1852; Elected to Board of Education 1866.

The Lloyd Museum and Library, 224 W. Court Street, is devoted to botany, pharmacy, chemistry, and allied sciences. The building contains between fifteen and twenty thousand volumes and pamphlets on the aforementioned subjects.

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#### MANUAL TRAINING.

Several public schools have just started manual training on a limited scale. There is raffia work, sewing, paper folding, bent iron work, etc. These may become a feature of the course of study in a short time.

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The Riding School started in Music Hall, October, 1883; L. DeGisbert, proprietor. May 17, 1890, it was incorporated as the Cincinnati Riding Club. A fine building has been erected at Helen and Burnet.

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